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ABSTRACT

This report describes the activities of a practicum which developed, implemented, and evaluated a transportable gross motor skills development program for kindergarten and primary children. The practicum involved three major components: (1) program materials, (2) inservice workshops, and (3) parent training. The program was implemented for three 30-minute periods weekly for 16 weeks in eight K-third grade classes. The evaluation consisted of pretesting all the children on gross motor skills during the first week of school and posttesting them with the same skills inventory after 16 weeks in the program. The results indicated that the children as a group were able to achieve a higher level of skill in the areas tested after participating in the program for 16 weeks. Recommendations for extending the program were offered. (JMB)

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A GROSS MOTOR SKILLS DEVELOPMENT PROGRAM FOR CHILDREN IN KINDERGARTEN-PRIMARY

by

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Submitted in partial fulfillment of
the requirements for the Degree
of Doctor of Education,
Nova University

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CHAPTER I

THE PRACTICUM AND GENERAL INFORMATION

INTRODUCTION

Needs assessment surveys of the teachers in Early Childhood Education in the Sacramento City Unified School District have indicated that increasing numbers of children are enrolling in schools without having developed basic motor skills. Teachers report that some children run awkwardly, some are unable to skip, some cannot tell left from right. Most teachers indicate that these problems must be remediated before more complex academic tasks are introduced. Reading, writing, and listening to directions are complex skills which require a high level of body awareness and the integration of several functions.

The California State Department of Education project planners recognize the importance of the development of gross motor skills and have required that such a program be a part of one of the components of California's Early Childhood Education Program.[1]

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[1] California State Department of Education, Comprehensive School Level Plan A-127 ES, p. iv.

Parents of kindergarten-primary children in the Sacramento City Unified School District were asked to identify and prioritize goals they felt the school district should adopt for the Early Childhood Education Program. The vast majority identified "a good self-image" as the number one goal. Directly behind this came achievement and interest in reading and math.

As staff members and parents in the writer's school worked together to develop a plan for the Early Childhood Education Program the discussion led to the relationship between a good self-image, gross motor skills, and academic achievement. The group was in agreement that a gross motor program for children in kindergarten through the primary grades was needed and that it should minimize competition and failure and emphasize individualization to ensure success and bring as many children as possible to an identified skill level.

THE PRACTICUM

Statement of the practicum. There is a growing amount of research concerned with the development of the human personality which makes it quite evident that what the child thinks of himself as a person are the factors, which, to a large extent, control his learning. How does a child arrive at feeling himself adequate or inadequate? His self-concept comes from the totality of his experiences and how he performs in all situations. Development in the use of his body, in the use of objects, and in the manipulation of space as well as skill in controlling the amount of energy he expends to achieve his goal can help to provide a child with a positive self-image.

The writer's school is one of six pilot Early Childhood Education Schools in the district. The district is moving toward implementing the Early Childhood Education Program in all elementary schools. Gross motor skills development is one required component of Early Childhood Education Programs. The purpose of this practicum will be to develop a transportable gross motor skills program which could be implemented in any school by the regular school staff and which would serve to fulfill this requirement of a school's Early Childhood Education Program.

Purpose of the practicum. The purpose of this practicum will be to develop, implement and evaluate a transportable gross motor skills program for children in the kindergarten-primary grades. Included in the program will be diagnostic inventories, individual pupil profile forms, and class record sheets.

Prescriptive task cards which can be used to meet specific individual needs or used with groups for instruction in sequential skill development will also be provided. All aspects of the program will be designed for use by teachers, aides, and volunteers. Workshops will be held to introduce participants to the use of all components of the program. Additional workshops will provide time and materials for construction of inexpensive basic equipment to be used in implementing the program at the school site.

Delimitations of the practicum. This practicum will be carried out in the Sacramento City Unified School District in Sacramento, California. The development of the transportable program will be accomplished by the writer and her staff at the O.W. Erlewine Elementary School from February 1974 through February 1975.

Importance of the practicum. During the past decade there has been a great deal of emphasis placed upon the individualization of instruction in education. Numerous programs are currently available which offer an individualized approach to reading, math, science, and other academic areas.

In recent years there has also been increased interest in the development of gross motor skills programs in elementary schools, with emphasis upon providing for individual differences. The thrust is toward a physical education program based upon emphasizing the physical development of young children.

The California State Department of Education mobilized a Monitor and Review Team which evaluated all schools in the state which had been granted funds for Early Childhood Education. As part of this project, the pilot schools in the Sacramento City School system were evaluated regarding the implementation of the new California concept of Early Childhood Education in the Spring of 1974. As a result of the team's observations and discussions with staff members and parents about the needs of children in the schools, one of the recommendations the team has made in this district regards the need for a structured gross motor skills development program for children in the kindergarten-primary grades.

The transportable gross motor skills program to be developed during this practicum is an attempt to meet this need.

PRACTICUM OBJECTIVES

The objectives of this practicum are to:

I. Develop a transportable gross motor skills program for kindergarten-primary children to include the following components:

   A. Program materials. These will include screening instruments, task cards to meet needs of individual pupils, pupil profiles, and class record sheets.

   B. Inservice. Teachers throughout the geographic area will be given the opportunity to receive inservice units for salary credit for attendance of classes taught by the writer and her staff. Such classes will offer orientation to the program, utilization of the materials, and help in establishing procedures for setting up a program in the participant's school.

   C. Parent training. Workshops will be held for the training of volunteers and aides to help teachers in implementation and evaluation of the program.

II. Demonstrate the extent to which children participating in the Fall 1974 program at O.W. Erlewine School show growth in gross motor skills, as determined by pre and post tests.

III. Survey teachers, aides and volunteers to determine their reactions to the training workshops and the degree to which workshops have prepared them to implement the program.

IV. Request the California State Department of Education Monitor and Review Team to evaluate the program in terms of their previous recommendations.

V. Determine the extent of implementation of the program in the Sacramento City Schools as of February 15, 1975.

OVERVIEW OF THE PRACTICUM

Chapter I has defined the nature of the practicum, its importance, and the objectives to be met.

Chapter II provides a review of the literature related to physical education. The movement toward the development of gross motor skills, the importance of individualization, and articles relating gross motor skills development to the building of a positive self-image and to more abstract learning will be discussed.

Chapter III explains the sequential development of the practicum.

Chapter IV deals with the evaluation of the practicum results including pre and post testing of children, the extent of implementation of the program, and survey results of parents and teachers who participated.

Chapter V summarizes the findings of the practicum and provides recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written about the concept of physical education in the elementary schools. In more recent years some educators have been concerned about the need for the physical education program for young children to be structured around the development of gross motor skills as related to growth and development concepts. The Early Childhood Education Program in California required that gross motor skills development be included in a school program. From a review of the literature, a summary of the history and pertinent findings related to gross motor skills development and its importance to academic learning and the building of a positive self-image will be given here.

HISTORICAL DEVELOPMENT OF PHYSICAL EDUCATION

Historically, physical education generally signifies a broad program of activities which might include team sports, individual sports, aquatics, dance gymnastics, intramural, and interscholastic sports. Bookwalter and Vander Zswaag have pointed out that the term, as we understand it, has certain limitations in time and space.

> First, physical education, as we know it, largely had its origin in the United States. Second, although the name "physical education" appears in the literature before 1900, physical education is by and large a twentieth century phenomenon.[2]

The twentieth century has been a period in which tremendous sociological changes have occurred, due primarily to technological and economic advancement with increased urbanization. The philosophy of education has broadened considerably during this period.

In the area of physical education the changes since 1900 have been many and varied. Men such as Thomas Wood, Clark Hetherington, and Luther Halsey Gulick formed the conceptual framework upon which the "new physical education" would be built. The early Twentieth Century programs of physical education were still dominated by formal gymnastics. They were being challenged, however, by an emerging concept of physical education known as the "new physical education," or "natural program" which was in the process of formation largely through the efforts of three leaders in the movement. A historical account of American Physical Education indicates that Dr. Thomas D. Wood, Clark Hetherington, and Dr. Luther Halsey Gulick broke with the tradition of formal gymnastics and " . . . gave shape and content to a distinctively Twentieth Century program of physical education which centers upon the physical as an avenue for promoting education."[3]

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[2] Bookwalter, Karl and Harold Vander Zswaag, Foundation and Principles of Physical Education, Philadelphia: W.B. Saunders Company, 1969, p. 44.

Jay B. Nash and Jesse Feiring Williams[4] from 1920-1940 worked toward getting physical education accepted as a justifiable aspect of total education. Health education, dance education, athletics and recreation began to fuse with physical education and one profession developed, known as physical education. The profession has grown considerably in concept to include sport sociology, sport psychology, exercise physiology, kinesiology, and motor learning.

That physical education is viewed as an integral part of a child's education is apparent in that it is a requirement of schools. The state of California requires that a minimum of one hundred minutes per week instruction in physical education be provided to all children enrolled in grades one through six.[5]

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[3] Weston, Arthur, The Making of American Physical Education, New York: Meredith Publishing Company, 1962, p. 51.

[4] Siedentop, Daryl, Physical Education Introductory Analysis, Dubuque, Iowa: William C. Brown Company, 1972, p. 25-32.

[5] The Education Code for the State of California, Courses of Study, Sacramento, California: Code Section 8551, Article 2, Section g. p. 590, and Minimum Instruction Elementary School Districts Section 8572.5, p. 593.

RECENT THRUSTS IN PHYSICAL EDUCATION

Since the 1950's many important developments have occurred in physical education. Recent literature indicates that gross motor development programs that encompass a variety of perceptual motor activities can serve to help overcome some classroom readiness deficiencies. There is a strong indication based on subjective information from the Institute for Sensory Motor Development in California State University at Long Beach that the confidence achieved on the playing field does much to alleviate fear and frustration in the classroom.[6]

La Porte[7] relates that the ultimate aim of physical education may well be to so develop and educate the individual through the medium of wholesome and interesting physical activities that he will realize his maximum physical and mental capacities, and will learn to use his powers intelligently and cooperatively as a good citizen-even under severe emotional stress. Bookwalter[8] states that an aim of physical education is the optimum development, integration, and adjustment physically, mentally, and socially of the individual through guided instruction and participation in selected total body sports and gymnastic activities conducted according to social and hygienic standards. According to Arnheim and Pestolesi,[9] the aim of physical education is to facilitate the optimum growth and development of each individual through sequential, guided instruction and participation in sports and games, rhythms, and individual activities presented in a balanced manner leading toward the fulfillment of those physical, emotional, and social needs evident in today's society.

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[6] Arnheim, Daniel D., and Robert A. Pestolesi, Developing Motor Behavior in Children, St. Louis: The C.V. Masby Company, 1973, p. 4.

[7] La Porte, W.R., The Physical Education Curriculum, Ed. 6, Los Angeles, California: College Book Store, 1955, p. 7.

[8] Bookwalter, op. cit., p. 7.

Some authors view physical education as having a dual role. It seeks to promote well-being and to enrich the life of the developing child through a program of physical activities. It looks forward, also, to the future realization of a well-rounded, healthy individual, adequately equipped to participate in leisure time activities. Fraser[10] believes that to counteract the increased tendency in our culture to spend much time on passive entertainment, it is imperative that children learn many and varied physical skills including dynamic, creative movement.

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[9] Arnheim, op. cit., p. 10.

[10] Fraser, Ellen D., The Child and Physical Education, Inglewood Cliffs, New Jersey: Prentice-Hall, 1956, p. 5.

THE DOMAN-DELACATO METHOD

Some current approaches to physical education other than physical fitness have been developed at the Institute for the Achievement of Human Potential located in Philadelphia. The names associated with one of these programs are Robert Doman, a specialist in physical medicine; Carl Delacato, an educator who has specialized in reading programs; Glenn Doman, a physical therapist; and Dr. Eugene Spitz, a specialist in pediatric neurosurgery. The theory and method promoted by this group is known as "the Doman-Delacato Method."

The basic supposition of the Doman-Delacato Method is that intellectual functioning can be improved by adherence to a progression of activities which purportedly increases the neurological organization of the child. In this way, severely traumatized children, such as brain injured, supposedly retarded, and those with minimal brain dysfunction, can be helped to achieve higher states of intellectual ability.[11]

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[11] Siedentop, op. cit., p. 128.

Under the Doman-Delacato Method a child is tested extensively and, based upon the results of this test, a thorough diagnosis is made. The parents of the child are involved in that they are given a series of tasks which they must see that their child performs consistently at home. The individual needs of the child are met through a special individual program designed specifically for him. Each program consists of several or all of the following activities:

(1) Cross pattern creeping: left leg and right arm move forward simultaneously as the head and neck turn slightly toward the right or forward hand. At the next step, the left hand and right leg move forward, as the head and neck turn toward the left hand. With traumatized children, five adults are usually needed to manually manipulate the child through the patterning. With normal children, instruction as to correct form is usually sufficient to allow hundreds of children to crawl around a gymnasium floor.

Cross pattern walking: rhythmical walking in bare or stockinged feet. As each foot moves forward, the child points to its toes with the opposide hand. While pointing, the head and body turn toward the forward foot and the eyes focus on the forward hand.

Visual pursuit: horizontal and vertical tracking of a pencil held in child's hand from twelve to twenty-four inches in front of his face.

Sidedness training: complete vertical hemispheric dominance is developed through arranging the child's environment so he is forced to become laterally dominant, i.e., right-eyed, right-handed, right-footed (or left-eyed, left-handed, left-footed). This is emphasized in writing, reading, eating, throwing, kicking, and all other activities.

Removal of music: removed temporarily from the child's environment because tonality is a function of the non-dominant hemisphere of the cortex.

Red-green reading: Transparent green paper covers materials to be read and transparent red paper covers the non-dominant eye, causing the child, without his being aware of it, to use his dominant eye for reading.

Red-red writing: using transparent red paper, and a red pencil for writing, forces use of dominant eye.[12]

This group has attracted a great deal of publicity in popular media over the past few years. Magazines and news articles have included: "The Boy Who Would Not Die," Look, July 14, 1962; "Hope For Brain Injured Children," Reader's Digest, April 1967; "Training Your Baby to Be a Genius," McCalls, March 1970; and "Unlocking the Secrets of the Brain," The Chicago Press Tribune, September 13 and September 27, 1964. Educators in the area of physical education have become interested in the Doman-Delacato Method because many of the remedial tasks suggested for use are gross motor activities which could be included in programs of physical education at the elementary school level.

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[12] Delacato, Carl, Treatment of Speech and Reading Problems, Springfield, Illinois: Charles Thomas Company, 1963, pp. 126-131.

Many of the activities used in the Doman-Delacato Method can be implemented in most elementary school programs by regular staff members with very little training required. The school program can provide the opportunity for children to develop skills in activities emphasized by Doman-Delacato such as crawling, creeping, and walking as well as the higher skills of kicking, catching and throwing, which are used in many leisure time activities throughout life.

MOTOR SKILLS AND PERCEPTION

Experts in psychology, psychiatry, child development, and physical education have attributed some significance to the role that early motor experiences play in how a child perceives his physical and social world. Siedentop[13] reports that Arthur Steinhaus has suggested that much of our knowledge of the world comes through our muscle sense; i.e., unless we had held an orange or thrown a ball, we would merely see a circle instead of a sphere when we look at the moon. Jean Piaget,[14] the eminent Swiss scholar, believes that concepts of force have their origins in childhood when heavy objects are manipulated or immovable objects are pushed against. Psychiatrists believe that an individual's ability to trust others is determined, at least in part, by his ability to trust the movements of his own body. Reading specialists suggest that some problem learners need certain types of motor activity in order to develop their perceptual readiness to read. Optometrists now regard certain childhood vision problems as problems in motor coordination, and it is not at all uncommon to have balance beam and jump rope activities prescribed for visual problems.

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[13] Siedentop, Daryl, Physical Education Introductory Analysis, Dubuque, Iowa: William C. Brown Company, 1972, p. 134.

THE WORK OF NEWELL KEPHART

Newell Kephart[15] in his book, The Slow Learner in the Classroom, gives one of the most thorough explanations of the importance of early motor experiences. His main concern is the development of readiness skills that prepare children to perform in the academic areas. He points out that slow learning children often have had learning interference before they reach school age and that motor and perceptual generalizations must be developed " . . . since they are assumed in the more complex generalizations of the concept level." Siedentop introduces this concept by stating:

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[14] Piaget, Jean, and B. Inhelder, The Child's Conception of Space, London: Raulledge and Kezan Paul., 1956, p. 74.

[15] Kephart, Newell, The Slow Learner in the Classroom, Columbus: Charles C. Merrill Books Inc., 1960, p. 77.

> . . . our own bodies are the point of reference from which we organize and interpret sensory information (tactile, kinesthetic, visual, etc.). Since there are no directions in external space, the body becomes the point of origin for all spatial relationships, even those among objects outside the body.[16]

Two examples of this concept might be: (1) an elementary school child can look at several other classmates sitting on the other side of a room and be able to determine that Mary is sitting to the left of Johnny, and (2) the skill of moving along a crowded school corridor without bumping into others illustrates how the body becomes the point of origin for all spatial relationships. These examples are tasks that are dependent upon perceived relationships among stationary and moving objects. The ability to handle these tasks is the result of a series of developmental tasks which are learned through motor experiences. Most children are able to progress through these developmental steps in their own environment; however, some children do not progress as rapidly as others. Often serious behavior and learning problems develop in such children by the time they are in the early elementary grades. Kephart[17] calls the basic developmental step from which these skills develop, laterality.

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[16] Siedentop, op. cit., p. 135.

Laterality is the internal awareness of the two sides of the body and their difference. It is learned through experimentation with the movement of the two halves of the body. The spatial direction "right" and the visual recognition of "right" grow out of this internal awareness of the sides of the body.

When the child has developed laterality, he then begins to project the directional concepts he has learned into space. This is known as directionality. Spatial directions and relationships develop first in relation to the child himself. Later they develop as relationships between objects -- subjective space and objective space. A child is able first to locate two objects independently, each in relationship to himself -- subjective space; and later he is able to conceive of one object to the right of another without needing the middle step of locating each object in relationship to himself -- objective space.

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[17] Kephart, op. cit., p. 42.

Kephart explains that, at this level, the relatedness of the visual and motor modalities is most evident.

> The child learns that when his eyes are pointed in a given direction, this means that the object lies in that same direction. In order to learn this, he must make a complicated series of matches between the position of his eyes and the position of his hand in contacting an object . . . . When the child has learned this control, he matches the movement of his eye to a movement of his hand and thus transfers the directionality information from the kinesthetic pattern in his hand and arm to the kinesthetic pattern of his eye. This is, of course, a very precise and very complex matching procedure and a great deal of skill and learning is required to perfect it. When this matching has been perfected, the child can use his eyes as a projection device to determine directionality in space outside the reach of his hand.[18]

If a child has not developed this kind of directionality, it is obvious that there are implications for academic readiness.

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[18] Kephart, op. cit., p. 42.

The combination of laterality and directionality form a basic body image in that they allow the child to know where he is in his environment and equip him with the ability to locate other objects in his environment.

MOTOR DEVELOPMENT AND EARLY CHILDHOOD EDUCATION

Warren Johnson, at the Children's Physical Development Clinic associated with the University of Maryland believes that:

> . . . a "critical period" exists in childhood when an adequate body image must be developed through physical movement activities; and if a satisfactory body image is not formed, a child may experience emotional, social, or academic difficulties.[19]

Johnson feels that therapeutic programs of physical movement activities can remedy damaged or retarded body-image development. He feels that the activities used to achieve this end need not be as precise as those in the Kephart system. He feels that children should be approached on the level of large-muscle play activities.

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[19] Johnson, Warren, "Critical Periods, Body Image and Movement Competency in Childhood," Symposium on Integrated Development, Purdue University, 1964, pp. 55-57.

Some research supports the fact that children with good motor development are, in the main, more receptive to learning and that early childhood is the time when basic motor skills are acquired. Bentley[20] reports that approximately ninety per cent of gross motor body movements, large muscle activity, are attained by twelve years of age, and over eighty per cent of fine motor coordination, is also developed by that age. Basic motor skills, such as walking, hopping, running, leaping, throwing and catching can be developed during early childhood. Bentley also indicates that children who are not directed in these activities often compound incorrect motor movements and, in later years, find themselves deficient in motor control. When direct attention is given to motor movement, a child most often is motivated to use the proper skills in functional situations. As he progresses, he strives to refine and perfect these skills through more highly organized activities.

Bentley[21] also stresses the importance of neurological organization to learning. He emphasizes that many children experiencing difficulty in learning to read have made great strides after careful diagnosis, which often indicated developmental motor skills gaps, which were corrected by work in basic movement fundamentals. "When the body and motor control are realized, the brain is ready for more abstract thinking."

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[20] Bentley, William G., Learning to Move and Moving to Learn, New York: Citation Press, 1970, p. 13.

[21] Ibid., p. 15.

The importance of early instruction in basic movement patterns is also pointed out by Singer:

> Many children have trouble learning motor skills because of a lack of experience with basic movement patterns in childhood. Ease in learning new skills will depend to a large extent on these many varied previous experiences. There are indications that even in later years familiarization with simple motor patterns facilitates the learning of more complex skills, ... Therefore, learners who have not had the opportunity to play and develop the simple motor skills associated with childhood are handicapped in later more complex undertakings.[22]

"A well administered gross motor development program can achieve much," reports R.S. Fleming[23] in one article,

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[22] Singer, Robert N., Motor Learning and Human Performance, New York: The MacMillan Company, 1968, pp. 117-127.

[23] Fleming, R.S., "Movement -- An essential in a good school day," Physical Education for Children's Healthful Living, Washington D.C. Bulletin No. 23-A, Association for Childhood Education International, 1968, pp. 13-20.

"Movement -- An essential in a good school day." Fleming goes on to say that a child's physical fitness and the quality of his movements influence, and in turn are influenced by, all of his psychological abilities including the way he feels and interacts with others. Such a program can also help to enhance the creativity of children and even to improve their ability to learn academic skills. Basic characteristics of a child such as the speed of response, the ability to concentrate, and the ability to exert control can also be enhanced. And children's awareness of their environment and of time and space dimensions of all experiences can be sharpened.

The California State Department of Education[24] team for Early Childhood Education has identified gross motor skill development as critical for children in kindergarten through the third grade. Schools receiving special state funds for Early Childhood Education are required to involve parents as well as staff members in carrying out needs assessment surveys in various areas, one of which is the area of gross motor skills. The school staff is also charged with the responsibility of providing a structured program in each area including tests and individual profile sheets for the children involved.

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[24] California State Department of Education, Comprehensive School Level Plan A-127ES, p. iv.

The review of the literature has pointed out the recent movement toward developing physical education programs that provide for the gross motor skills development of children. Most writers agree that a child's self-image is related to his understanding of his own body position in space and his control of his movement patterns. Researchers have reported that the development of gross motor skills is critical before a child is expected to learn the more complex skills of reading and writing.

A review of the literature and the requirements of the California Early Childhood Education Program have been presented in Chapter 2. The following chapter will report the sequential development of the transportable gross motor skills program for Sacramento City Schools.

CHAPTER III

METHODOLOGY

The previous chapter presented a summarization of the history of physical education. It also pointed out some recent trends regarding the growing emphasis in school programs on the development of gross motor skills in early childhood.

The literature indicates that many educators believe gross motor skills are the foundation upon which more complex learning patterns are established.

This chapter will deal with the sequential development of the practicum.

Organization of the practicum. Following conferences with the Assistant Superintendent of Elementary Schools and the Director of Early Childhood Education, the writer met with her staff to discuss the development of a transportable gross motor skills program which could be implemented in other schools. The eight kindergarten-primary staff members were enthusiastic about becoming a part of the team involved in the development of such a program.

The writer then met with the O.W. Erlewine School Advisory Committee, made up of a majority of parents, which is actively involved in planning and implementing the Early Childhood Education Program in the school. The committee identified as one of the program goals for the O.W. Erlewine School Program for 1974-75:

> In an environment conducive to building a positive self-image, children in the Early Childhood Education Program will demonstrate skill in the area of gross motor skills development.[25]

Development of materials. The eight kindergarten-primary staff members and interested parents were invited to a series of planning meetings with the writer. A number of books were made available to all members of the team.[26] After several discussions of the contents of reference materials and the relating of experiences of the members of the team, a listing of the Characteristics of the Growth and Development of Children and How it Relates to the Teaching of Physical Education[27] was developed.

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[25] "Early Childhood Education Program," O.W. Erlewine Elementary School, Sacramento City Unified School District, Sacramento, California, March 1974, p. 17a.

[26] Appendix 1, p. 100.

[27] Appendix 2, p. 101.

The writer worked with the various members of the team individually and in small groups to identify gross motor skills which should be included for testing at the various grade levels.[28]

As the writer began to develop an inventory form to be used to test the developmental level of children it became obvious that two inventories were necessary. One inventory was developed for preschool and kindergarten children.[29] The skills to be developed at this level differed considerably from the primary age group. Also, the California State Department of Education had begun to encourage schools in the Early Childhood Education Program to articulate with preschool classes whenever possible, so it seemed it would be appropriate to include preschool testing plans for future use. The second inventory form was developed to be used with children grades one through three.[30] To accompany the inventories and ensure consistency, a guide for analyzing selected fundamental skills was developed.[31]

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[28] Appendix 3, p. 106.

[29] Appendix 4, p. 115.

[30] Appendix 5, p. 117.

[31] Appendix 6, p. 119.

Individual profile sheets[32] were developed and class record sheets[33] were produced to consolidate inventory results.

A task card format was agreed upon and all members of the team were involved in developing task cards to be used to provide specific instruction in the gross motor skills. It was decided that the task cards would be keyed to indicate the appropriate age level for their use. Letter keys, A to E, appear in the upper right-hand corner of each task card indicating:

A. Preschool

B. Kindergarten

C. First Grade

D. Second Grade

E. Third Grade

The sample task card, as shown on Page 31, is designated Level A-B because it could be used with preschool or kindergarten.

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[32] Appendix 7, p. 123.

[33] Appendix 8, p. 124.

GROSS MOTOR SKILLS TASK CARD

Hopping - The child will display the ability to hop forward 5-10 steps. Level A-B

Learning Tasks	Method	Equipment	Evaluation
Hop forward 5-10 steps.	Stand on one foot, three seconds, then on alternate foot, three seconds.	Level Surface	Teacher Observation
		Record Player	
	Hop on preferred foot in place, with assistance.	Stop Watch	
	Hop on preferred foot in place without assistance.		
	Hop forward on preferred foot.		

During late March, 1974, the kindergarten-primary staff began to take the initial steps to implement the pilot program. The pilot program consisted of the inventories, pupil profiles, class record sheets, and 50 task cards.

The kindergarten group was comprised of two teachers, 60 children, two teacher aides from California State University, Sacramento, who were fulfilling a teacher training requirement, and four parent aides. The primary group, first through third grades, consisted of six teachers, 181 children, several teacher aides from California State University, Sacramento, fulfilling teacher training requirements, several parent aides, and a few sixth graders who had volunteered to be cross-age tutors.

A workshop was held for all team members, including parents, college students, and cross-age tutors, as well as teachers. Other persons who wished to attend were welcomed. All team members were involved in the decisions regarding the pilot program. During the workshop everyone practiced administering parts of the test, taking parts of the test, and playing the part of teacher and student in the use of the task cards.

The team decided that the kindergarten teachers would work with the kindergarten children only and the primary staff would work as a team with the entire group of first through third graders during the pilot program.

One testing team was identified for the kindergarten classes and one testing team was identified for the primary classes. Each team consisted of one staff member and four helpers. The designation of a specific testing team for each segment was decided upon in order to determine the strengths and weaknesses of the inventories and to ensure consistency in expectations and interpretation of the inventories. Based upon the test results, the children were assigned to gross motor skills developmental groups. A schedule[34] was developed for a two-month program designed to pilot the use of the task cards.

There was one group of children who exhibited what was determined to be an adequate level of skill mastery during the initial testing. These children were placed into an enrichment skills activity group which included games which reinforced the basic skills. The staff members assigned to this group of children recognized the need for supplements to be included in the gross motor skills package to provide a structured program in other areas of physical development in keeping with the over-all plan.

Supplemental sets of task cards were developed in the areas of:

1. team games
2. gymnastics
3. tumbling

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[34] Appendix 9, p. 125.

4. trampoline
5. game activities
6. rhythm and dance
7. creative movement
8. rainy day games

The writer observed the program in action and met with the team several times each week for process evaluation. Changes were made in the program components as the team members provided input.

School visitations. The Director of Early Childhood Education for the Sacramento City Schools had organized a District Advisory Committee for Early Childhood Education. The committee was representative of parents, teachers, and administrators from all schools within the district involved in the Early Childhood Education Program. The preschool department was also represented on the committee. At the March 1974 meeting of this group the writer presented the concept of the transportable gross motor skills program being developed at her school. She invited committee members to bring others who might be interested and to visit the pilot program in operation at the O.W. Erlewine School.

Groups of teachers and parents from several schools visited the program. A survey form[35] was filled out by each visitor in order to ascertain interest in the implementation of the program at other schools and the need for district inservice workshops. All visitors indicating interest were contacted whenever an inservice workshop was offered or any additional information on the program became available.

Inservice workshop. A workshop in "play and motor patterning skills"[36] was offered to district teachers in late March. Included in the workshop was an explanation of the progress of the gross motor skills program and the plans for it to be transportable. Participants were given an opportunity to develop several task cards for use in their own classroom and to motivate their interest in pursuing the implementation of such a program within their schools.

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[35] Appendix 10, p. 127.

[36] Appendix 11, p. 132.

GROSS MOTOR PATTERNING SKILLS

Theory

Workshop

GROSS MOTOR PATTERNING SKILLS

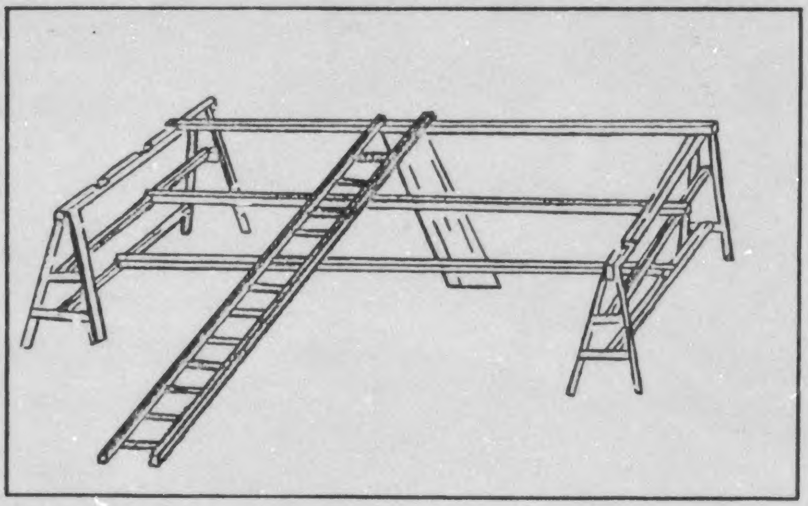
(continued)

Practice

The stegel. The O.W. Erlewine School's Parent-Teacher Association had purchased an apparatus called a "stegel" for use in the gross motor skills development program. As visitors observed the program in operation, there were many questions regarding the stegel and its use.[37] The writer was asked to submit an article on the stegel for an issue of the Superintendent's Bulletin which is a monthly publication distributed to all employees and many community groups within the district. A copy of the article follows:

THE STEGEL

By Nona Sall, Principal
O.W. Erlewine Elementary School



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[37] Appendix 12, p. 134.

The basic STEGEL is a very versatile piece of developmental equipment in elementary school physical education today. It was originated by educators in West Germany following World War II. It is excellent for improving agility, balance, coordination, flexibility and strength.

The basic STEGEL consists of two sawhorses, three beams, one ladder and a slide. The beams, ladder, and slide can be placed in a variety of positions. Each variation creates new possibilities and challenges for climbing, vaulting, hanging, crawling, swinging and jumping. These are all movements that are a part of a child's growth and development in the gross motor skills.

The balance beam is used to promote dynamic balance, visual motor skills, laterality, and tactile and kinesthetic awareness. Balance is learned by in-balance. Walking along the balance board enables the teacher to provide challenging movement tasks which place the child in a situation where he must adjust his center of gravity to achieve total balance.

The climbing ladder may be used in an upright position or lying horizontally on the floor. The ladder can be used to promote dynamic balance, locomotor coordination, space awareness, laterality, and directionality. Many of these skills are related to academic learning. Challenges on the ladder can easily be adapted to the ability of all children regardless of age or grade level. Other pieces of equipment can be added to the basic STEGEL to extend its uses.

The hula hoop, or old automobile tires, can provide activities which develop eye-hand coordination, left-right sequencing, and perception in space. Children may roll, carry, hop through, run through or jump over these.

A climbing rope is relatively inexpensive to install and can be used by all ages. And, of course, individual jump ropes can be used for jumping, making letters, hopping, etc.

Whether called a STEGEL, PSYCHOMOTOR CENTER, GROSS MOTOR SKILL DEVELOPMENT PROGRAM, or PHYSICAL EDUCATION CENTER, this variety of activities may be organized into several stations which can accommodate 30-40 children at a time with all children being actively involved much more than they would in most team game activities.

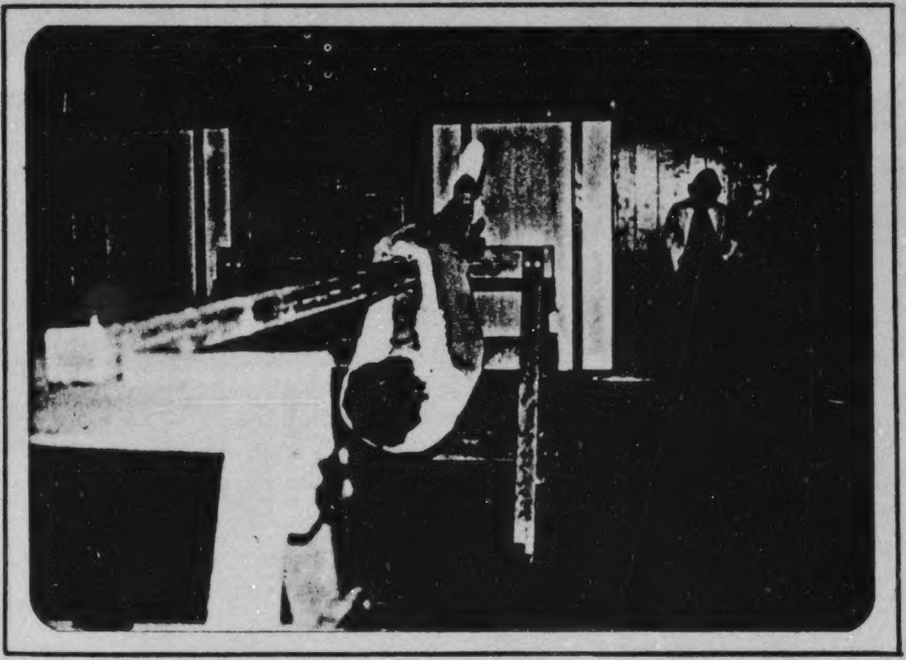
At the O.W. Erlewine School a gross motor skill inventory is given to children early in the year to determine individual needs. A program has been developed to meet the needs of groups that have average needs as well as those children who have special needs. Parent aides help the teachers supervise activities as the children move through the stations.

Materials to develop the beginnings of such a developmental center may be found in most schools or can be purchased and installed with very little expense.

Due to its flexibility and unlimited challenges, the STEGEL is a success-oriented piece of equipment with the potential of meeting the developmental needs of the children in any school. The STEGEL's educational potential is limited only by the creativity and imagination of the teachers and students.

Because of the intense interest in the use of the Stegel, one set of task cards dealing with Stegel activities was developed by the writer and her staff to be included in the gross motor skills package.

Developing Task Cards For The Stegel



Hanging On The Stegel

The cost of a commercially built stegel is approximately $400. Some school principals indicated they would be interested in using a stegel in their programs but would be unable to obtain one due to the cost. The balance beam is probably the most useful and versatile part of the stegel. A balance beam is quite simple and inexpensive to make and there are many activities that could be developed utilizing a homemade balance beam. To accommodate schools that could not afford a stegel but wanted to include a balance beam in the program, a set of task cards on balance beam activities was developed for the gross motor skills package. Directions for the construction of a simple balance beam were also included.[38]

Summer demonstration school. The writer was assigned to the position of elementary summer school principal of geographic Area II of the Sacramento District, June 17 thru July 26, 1974. This assignment included 13 elementary school sites, one of which was a demonstration school for Early Childhood Education. A demonstration school is organized to demonstrate outstanding teaching techniques in a specific area. Teachers from within and out of the school district enroll for college units, California State University, Sacramento, or district inservice units. The units are earned by the participants as they observe the outstanding teaching, meet in seminars for lectures and discussions on the techniques and programs being used by the demonstration teachers, and prepare materials which they may use to implement some of the techniques and programs in their own classrooms.

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[38] Appendix 13, p. 135.

The gross motor skills development pilot program, with some revisions made through process evaluation during the first two month pilot, was a part of the demonstration school curriculum with two of the O.W. Erlewine teachers assigned to the staff. Because parent aides are an important part of the Early Childhood Education Program, 30 parents were recruited from several schools to be trained during the demonstration school. The parents were paid $10 a day stipend from funds designated for parent training from the district's Early Childhood Education Program. A workshop in the gross motor skills program was offered to these parents along with certificated demonstration school staff members. A survey form[39] was given to this group at the conclusion of the workshop to determine the effectiveness of the workshop in preparing them to aid in the implementation of the gross motor skills program.

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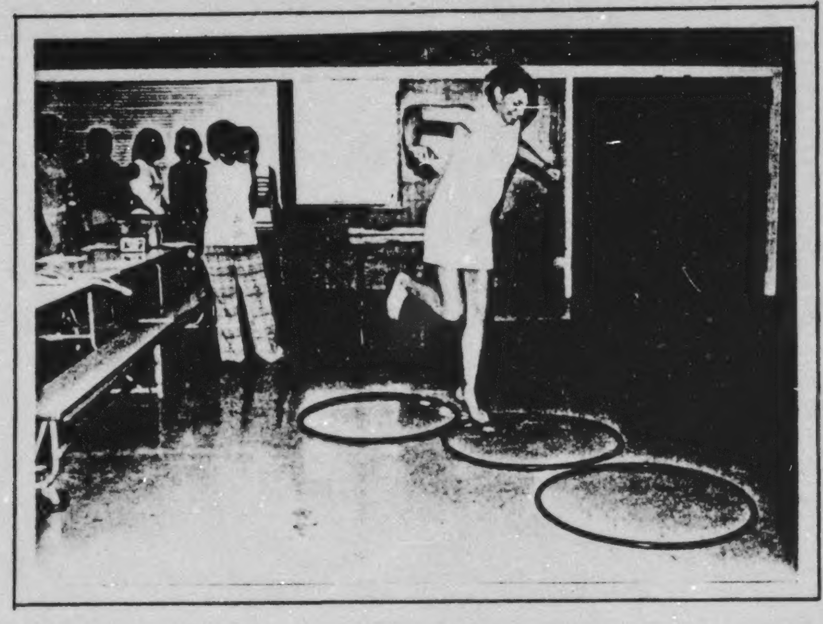
[39] Appendix 14, p. 136.

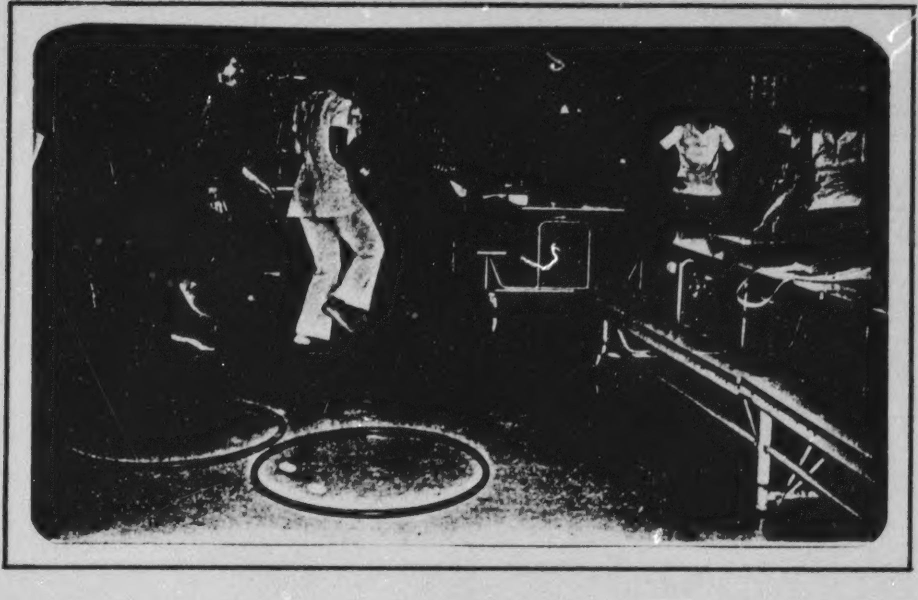
DEMONSTRATION SCHOOL WORKSHOP

Mothers And Teachers Learn To Hop.



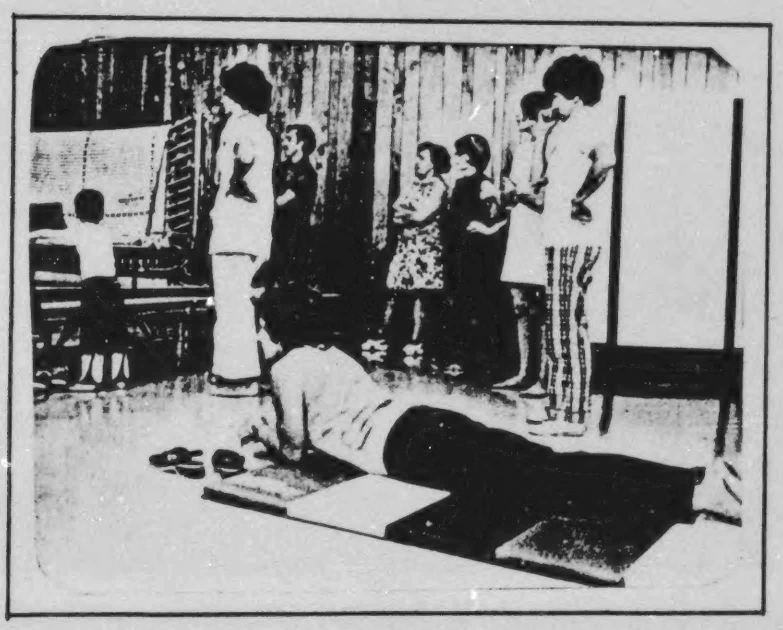
SUMMER WORKSHOP

(continued)



Hopping Can Be Fun

But . . .



Mothers Get Tired Too.

All children enrolled in the demonstration school were pretested and posttested using the inventory forms. The testing was administered in an attempt to gain additional process evaluation on this program component before making final revisions. The task cards were used with individuals, small groups, and large groups by several teachers and aides who were new to the program in an attempt to gain additional input regarding any changes that should be made. Teachers and parents enrolled in the demonstration school for units attended a workshop on gross motor skills as a part of their program.

Teachers and aides met with the writer for process evaluation at the conclusion of the four week demonstration school program.

Preservice workshop. A request was received from one of the schools for a workshop in the gross motor skills program. This workshop was to be held on-site during the month of August, 1974. The principal was interested in having his kindergarten-primary teachers and aides attending a workshop together before the beginning of school. This school staff was interested in implementing a program in September. The writer and two of her staff members provided an on-site inservice workshop for the teachers and parents of this school.[40] All components of the transportable program had been revised based on process evaluation during the summer demonstration school. All components of the revised program were presented to participants at this workshop.

Additional inservice workshops. During the closing months of 1974 three additional inservice workshops were held at various schools upon request.[41] All participants received the transportable program materials at the conclusion of each workshop.

Implementation of the transportable gross motor skills program. The complete transportable gross motor skills program with revised inventories, pupil profiles, class record sheets, and 222 task cards[42] was implemented in the kindergarten-primary classes at the O.W. Erlewine School in September 1974. All children were pretested during the second week of September 1974. Posttests were administered during the first week of February, 1975.

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[40] Appendix 15, p. 137.

[41] Appendix 16, pp. 138-140.

[42] Appendix 17, pp. 141-295.

TESTING CHILDREN

Hopping

Jumping

MOTHERS HELP IN TESTING

(continued)

Kicking

Throwing

Additional workshops. Two additional workshops were offered to teachers and aides in the district during the Fall semester, 1974.[43]

Outside interest in the practicum. The need for the practicum topic and its timeliness appears evident from the interest in the practicum on the part of the persons outside the writer's school district. Dr. Albert Sessarego, Field Representative for the School of Continuing Education for Pepperdine University in Los Angeles, California, requested the writer teach an extension class on the gross motor skills development program. The class was taught in Roseville, California, in July, 1974.[44] Average attendance at these classes usually ranges from 25 to 28. There were 51 participants from five counties in central and northern California enrolled in the class. All were very enthusiastic about the program.

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[43] Appendix 18, p. 296.

[44] Appendix 19, p. 297.

Dr. Wilson Riles, California State Superintendent of Public Instruction, invited the Sacramento City Schools to present a demonstration of Early Childhood Education to approximately 1,000 State Department of Education employees in September, 1974. The writer was asked to include a gross motor skills development demonstration and to coordinate the presentation. Staff members, parents, and children from the O.W. Erlewine School demonstrated the gross motor program.

The Sacramento City Schools Superintendent's office requested that an article be written on the demonstration for Dr. Riles. The article appeared in the January 1975 issue of the Superintendent's Bulletin.[45]

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[45] Appendix 20, p. 302.

STATE DEPARTMENT OF EDUCATION DEMONSTRATION

The children pictured are working on skills from task cards which are a part of the transportable program.

California State Superintendent of Public Instruction, Dr. Wilson Riles, observes a parent using a task card on rolling.

STATE DEPARTMENT OF EDUCATION DEMONSTRATION

(continued)

Dr. Wilson Riles observes bouncing and crawling.

Gross motor skills equipment workshop. Teachers enrolled in the workshops requested a workshop to make inexpensive equipment to be used in implementing a gross motor skills program. Such a workshop was offered.[46] At the conclusion of this workshop each participant was able to take back to her/his school the following: 4-6 bean bags in basic colors and in basic shapes, 4 hula hoops, 2 scoops for catching, 2-4 fluff balls, and 2-4 jumpropes.

GROSS MOTOR SKILLS EQUIPMENT WORKSHOP

Making Fluff Balls

Making Scoops

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[46] Appendix 21, p. 303.

GROSS MOTOR SKILLS EQUIPMENT WORKSHOP

(continued)

Making Hula Hoops

District adoption of the program. The Sacramento City Unified School District Elementary Curriculum Development Advisory Committee, composed of teacher representatives, parents, and administrators was presented with copies of the gross motor skills development program in January 1975. The writer presented an explanation of the development of the program to the committee and, on behalf of her staff, offered the program to the district for distribution. The program was received with enthusiasm. The committee allocated funds for the duplication of the program for distribution to all 56 elementary schools in the district.[47]

In the next chapter the results of the surveys of participating teachers and aides will be reviewed and an evaluation of the implementation of the gross motor skills development program will be presented.

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[47] Appendix 22, p. 304.

CHAPTER IV

EVALUATION

The sequential development of the practicum, with the accompanying components, was explained in the previous chapter. This chapter will review the results obtained from the pre and posttesting, and the writer developed survey forms for workshop participants. The extent of the implementation of the gross motor skills development program in Sacramento City Schools will also be reported.

Visitation survey. Staff members and parents of the elementary schools in the Sacramento City Unified School District were invited to visit the first pilot gross motor skills development program in operation at the O.W. Erlewine School during late March and April of 1974. Tables 1 through 6 on Pages 60-65, indicate the results of a survey[48] presented to all visitors to the initial gross motor program at the O.W. Erlewine School during the months of March and April 1974. The survey was administered in an attempt to ascertain the interest in and the need for district inservice workshops in a structured gross motor skills development program.

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[48] Appendix 23, p. 306.

Table 1, Page 60, indicates that of the 49 visitors to the program during March and April 1974, 49 percent were parents, 35 percent were teachers, and 16 percent were principals. The visitors were from nine different elementary schools.

Table 2, Page 61, points out that 48 of the 49 visitors reported that they did not have a structured gross motor skills development program in their schools.

Table 3, Page 62, reports that the same 48 respondents indicated they would elect to have a structured gross motor program in their school.

Table 4, Page 63, reports that 48 interested respondents were willing to enroll in an inservice class on gross motor skills.

Table 5, Page 64, indicates that the majority of those responding, 41 visitors would prefer a class taught on Friday evening and Saturday with seven visitors opting for an after school class once a week.

Table 6, Page 65, points out all 49 of the visitors thought classes should be offered for volunteer aides to become knowledgeable about a gross motor skills program.

Conclusion: The visitors to the program at O.W. Erlewine School in its very beginning stages were overwhelmingly in favor of implementing a gross motor skills development program in their own classrooms and/or schools. The vast majority indicated a need for additional instruction in such a program and their willingness to attend indicated workshops to that end.

TABLE 1

O.W. Erlewine School Visitation
Gross Motor Survey
March-April 1974

	Number of Visitors	Number of Schools Represented	Percentage of Total Visitors
Parents	24	9	49
Teachers	17	9	35
Principals	8	8	16

TABLE 2

O.W. Erlewine School Visitation
Gross Motor Survey
March-April 1974

Do you have a structured gross motor skills development program in your school now?

	Number of Responses	Yes	No
Parents	24	0	24
Teachers	17	1	16
Principals	8	0	8

TABLE 3

O.W. Erlewine School Visitation
Gross Motor Survey
March-April 1974

Are you interested in implementing a gross motor program with your class or school?

	Number of Responses	Yes	No
Parents	24	24	0
Teachers	17	16	1
Principals	8	8	0

TABLE 4

O.W. Erlewine School Visitation
Gross Motor Survey
March-April 1974

Would you be interested in having an inservice class offered for credit which would include the techniques for implementing a gross motor program?

	Number of Responses	Yes	No
Parents	24	24	0
Teachers	17	16	1
Principals	8	8	0

TABLE 5

O.W. Erlewine School Visitation
Gross Motor Survey
March-April 1974

If you are interested in an inservice class, please indicate your preference for meeting time.

	Number of Responses	Friday Evening and Saturday Morning	After School Meetings Once a Week	Every Day After School 1 Week
Parents	24	21	3	0
Teachers	16	14	2	0
Principal	8	6	2	0
TOTALS	48	41	7	0

TABLE 6

O.W. Erlewine School Visitation
Gross Motor Survey
March-April 1974

Do you think it would be worthwhile to have the district offer a workshop to train volunteer parents in a gross motor program?

	Number of Responses	Yes	No
Parents	24	24	0
Teachers	17	17	0
Principals	8	8	0
TOTALS	49	49	0

Introductory workshop on play and motor patterning skills. The visitation survey results established a need for district inservice workshops in gross motor skills. An introductory class in gross motor skill development was offered to teachers and parents on a Friday evening and Saturday in late spring 1974.

An evaluation of the class[49] indicated that 27 of the 28 persons enrolled from 13 schools were interested in enrolling in an additional district inservice class which would train them to use the structured gross motor skills program which was being developed at the O.W. Erlewine School.

District-wide inservice workshops. There were four district-wide inservice workshops held for teachers, aides, and volunteers.[50] Participants could earn two district inservice salary units for the 15 hours of attendance at a workshop. Table 7, Page 69, shows the number of participants enrolled in each of the 15 hour workshops. The total number of persons trained was 122. Of these, 54 were parent aides who were paid aides working in the classroom from one to three hours per day, nine were parent volunteers who gave from three to seven hours service per week to their schools, and 59 were classroom teachers including three teachers from preschool classes -- the remaining 56 teachers were assigned to kindergarten through third grade classes.

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[49] Appendix 24, p. 307.

[50] Appendix 18, p. 296.

Workshop #1 was made up of parents and teachers who were assigned to the school staff for the summer Early Childhood Education Demonstration School. Two O.W. Erlewine School teachers who were assigned to the demonstration school staff helped with this workshop. The three teachers enrolled had not been exposed to the gross motor program at O.W. Erlewine School but planned to use the components in the demonstration school. The parents enrolled were assigned to aid the 5 teachers in the demonstration school for three hours each morning.

Workshop #2 took place as part of the curriculum for teachers and aides who were enrolled in the summer Early Childhood Education Demonstration School earning college units by their observations of the program and their participation in seminars. There were 65 enrolled in this workshop -- the large enrollment is typical of demonstration school attendance.

Workshops #3 and #4 were announced to the entire district and were open to all teachers and parents who wished to enroll. These two workshops were held at the O.W. Erlewine School. Many of the participants in these last two 15-hour workshops were teachers and aides in schools where a gross motor skills program was being implemented by one or more staff members who had been enrolled in the summer demonstration school and had learned about the program in Workshop #2.

TABLE 7

Participants Enrolled in Gross Motor Skills Development

15 Hour Workshops

	Parent Aides	Parent Volunteers	Teachers	Total
Workshop #1 Date: June 10-14, 1974	9	2	3	14
Workshop #2 Date: July 8-12, 1974	34	4	27	65
Workshop #3 Date: September 23-27, 1974	7	3	16	26
Workshop #4 Date: November 21,23, 1974	4	0	13	17
TOTALS	54	9	59	122

On-site inservice workshops. One unit of salary credit was offered to participants at four on-site training sessions of seven hours each during the months of August through October, 1974.[51] Principals of these four schools requested that an inservice class be held at the school with the teachers, aides, and volunteers interested in implementing a gross motor skills development program. A workshop on-site was accomplished in less time than was a workshop with teachers from several schools. A specific school staff was more quickly oriented to the program, in these cases, as they had already developed a team approach plan to the overall implementation. Also, less time was required for individual questions and problems than was the case in the district-wide classes.

Table 8, Page 72, shows the breakdown of participants in the four seven-hour on-site classes. Schools B and C are quite small with only 9 and 10 teachers respectively in grades 1-6. Both of these schools receive special funding because of the large percentage of educationally disadvantaged children enrolled. There is a paid parent aide in each classroom, kindergarten through 6th grade, who works three to six hours a day. School D is an Early Childhood Education Program school for the second year and has developed an extensive volunteer aide program. School A is in the Early Childhood Education Program for the first time this year and had not been able to recruit any parent volunteers at the time the workshop was held since it was before the opening of school.

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[51] Appendix 16, pp. 138-140.

Table 8 points out that of the 47 participants in on-site workshops 18 were paid parent aides, seven were parent volunteers, and 22 were teachers. Follow-up observations by the writer in each of these schools indicated that the gross motor skills development program had been implemented in all four schools.[52] Implementation will be discussed further in a later part of this chapter.

As a result of the 8 workshops held, 4 fifteen-hour workshops and 4 seven-hour workshops, a total of 62 paid parent aides, 16 volunteer parents, and 81 classroom teachers -- 169 persons -- were trained in the use of the gross motor skills development program. These participants represented 22 of the 56 elementary schools in the Sacramento City Unified School District.

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[52] Appendix 16, pp. 138-140.

TABLE 8

Participants Enrolled in Gross Motor Skills Development

On-Site Seven Hour Workshops

	Parent Aides	Parent Volunteers	Teachers	Total
School A *Ethel I. Baker* Date: August 26-27, 1974	5	0	6	11
School B *Woodbine* Date: October 9-11, 1974	4	2	4	10
School C *Maple* Date: October 16-18, 1974	3	0	3	6
School D *Mark Hopkins* Date: October 28-30, 1974	6	5	9	20
TOTALS	18	7	22	47

Participants of both the 15-hour district workshops and the seven-hour on-site workshops were given an evaluation form at the conclusion of each workshop.[53]

The three questions asked of participants in the survey were:

(1) Do you think that you could assist in the pre and posttesting of children using the inventories?

(2) Do you think that you could be responsible for a gross motor skills station with five to ten children?

(3) Do you feel that you can effectively use the task cards for individual and small group instruction?

Of the 168 enrollees, 166 participants or 98 percent completed the survey form. All respondents answered yes to all three questions listed above.

Three additional open ended questions were asked of workshop participants.

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[53] Appendix 25, p. 308.

These were as follows:

(1) *What further training would help you?*

This question resulted in 36 participants indicating that they would like an equipment workshop offered during which they could make some of the equipment, such as hula hoops and bean bags, used in the program.

There were 14 participants who thought that a workshop utilizing the stegel would be worthwhile.

There were six participants who felt that they would like to receive training in the use of a trampoline.

One participant requested a course designed for preschool only.

(2) *What would you suggest that would make the task cards easier to work with?*

Participants either left this question blank or indicated comments such as "no suggestion," "they look great," "they are well coded and categorized," "they are good," and "simple language, easy to follow."

(3) *Do you plan to implement the gross motor skills development program with your class this year?*

Of the respondents, 63 teachers reported that they planned to implement the program in their schools, and eight teachers reported they would discuss the program with their building principals. The 43 parent aides and 14 volunteers who responded indicated they would like to work with the classroom teacher in implementation of the program at their schools.

Conclusion: It would appear that the inservice workshops were successful in providing the information and materials necessary for staff members to feel comfortable about implementing the program with their own classes. The responses of parent aides and volunteers indicated that they felt they could effectively aid a teacher in carrying out the gross motor skills program.

Equipment workshop. As a result of the request of 36 participants for a gross motor equipment workshop, a class was offered to all interested persons in January, 1975.[54]

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[54] Appendix 21, p. 303.

There were 27 persons enrolled in the class. Participants worked as teams in constructing the equipment. At the conclusion of the workshop each participant was asked to respond to the question:

> *To what extent do you feel this workshop will aid you in implementing a gross motor skills program?*

> Of the twenty-seven persons enrolled, twenty-five -- 93 percent -- indicated the workshop had aided them significantly.

> The remaining two participants indicated they had been aided moderately by the workshop.

Conclusion: The vast majority of the teachers indicated that the workshop had met its objective in aiding them in the implementation of a gross motor skills program.

Pre and posttesting. In September of 1974 the gross motor skills development program in its final revised form was implemented with the eight kindergarten through third grade classes at the O.W. Erlewine School. Pretests[55] were administered to all of the children during the first week of school. After sixteen weeks in the program the children were posttested using the same inventory.

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[55] Appendix 17, pp. 141-144.

Figures 1 through 4, Pages 80 through 87, are profiles showing the results of pre and posttesting by grade level. The profiles show the average score obtained by the students in each gross motor skill tested. The number of students per grade level ranged from 48 to 61. Test results are shown only for those students who were pretested in September, received the special instruction in the gross motor skills development program during the sixteen weeks implementation, and were posttested in February.

Classroom teachers utilized parent aides in the program to provide individual and small group instruction based upon the needs identified in the pretest. Each classroom group utilized the program with the task cards for three 30-minute periods each week. The additional two 30-minute periods per week required for physical education in California utilized the supplemental task cards for large group instruction provided in the program for the reinforcement of basic skills.

Figure 1, Page 80, shows the pre and posttest scores for 48 kindergarten children who were tested in the areas of:

1. Body awareness
2. Rolling
3. Balance/hopping
4. Creeping
5. Crawling

A score of 5 on a scale of 0-8 was identified as a minimum skill level to be achieved by kindergarten children. The pretest data indicates that average scores in all areas were below the minimum. The weakest area was creeping where the average score was 3.2. Average scores in the other skill areas was between 4.5 and 4.8.

Posttest scores indicated considerable growth in every skill area. All posttest scores were above the minimum level of 5. Creeping skill growth went from 3.2 in the pretest to 6.7 on the posttest. The scores on the other skills which had been slightly below the minimum score of 5 on the pretest ranged from 6.7 to 7 on the posttest.

Conclusion: The data indicates that gross motor skills for kindergarteners can be improved significantly within a sixteen week program through the use of the task cards developed for the gross motor skills development program.

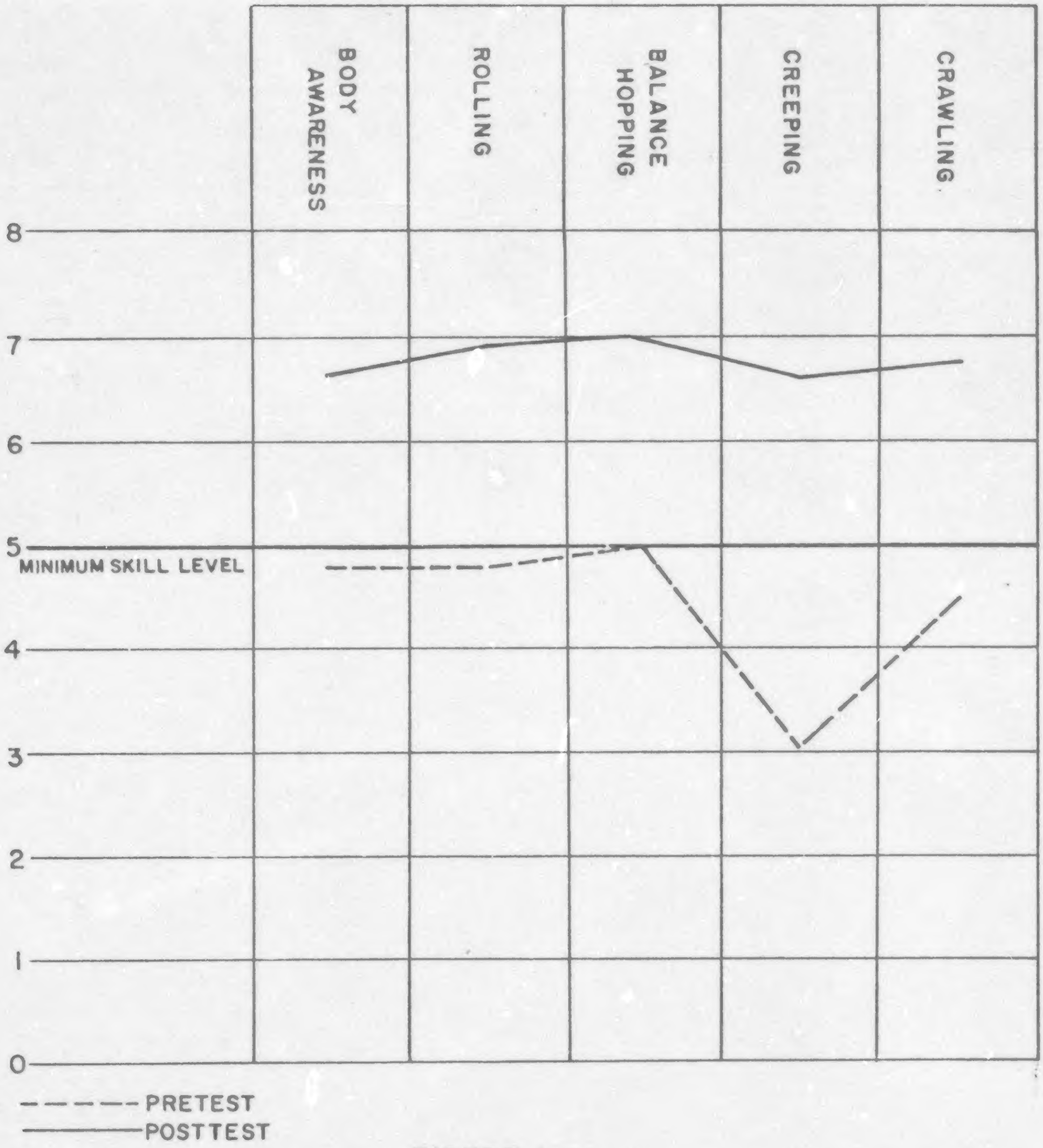

FIGURE I

PRE AND POSTTEST RESULTS OF KINDERGARTEN CLASSES

Figure 2, Page 83, shows the pre and posttests scores of 61 first grade students at O.W. Erlewine School. A score of 5 on a scale of 0-8 was identified as a minimum skill level to be achieved by first graders. The children were tested in six gross motor skills.

The skill of hopping grew from 5.3 in the pretest to 6.2 in the posttest.

The skills of skipping and jumping were the most difficult for first graders initially. The pretest score for skipping was 2.8 with considerable growth shown as the posttest score was 6.8. Jumping was a skill showing 5.2 on the pretest and 5.8 on the posttest.

In the area of kicking skill growth went from 2.7 on the pretest to 5.9 on the posttest.

The children gained in the skill of throwing with a pretest score of 4.2 compared to a posttest score of 5.8.

Catching also showed growth from 4.1 on the pretest to 6 on the posttest.

Conclusion: The scores of first graders in the 6 skill gross motor skills tested indicate that use of the task cards in the program resulted in growth in these skills over the 16 week program period.

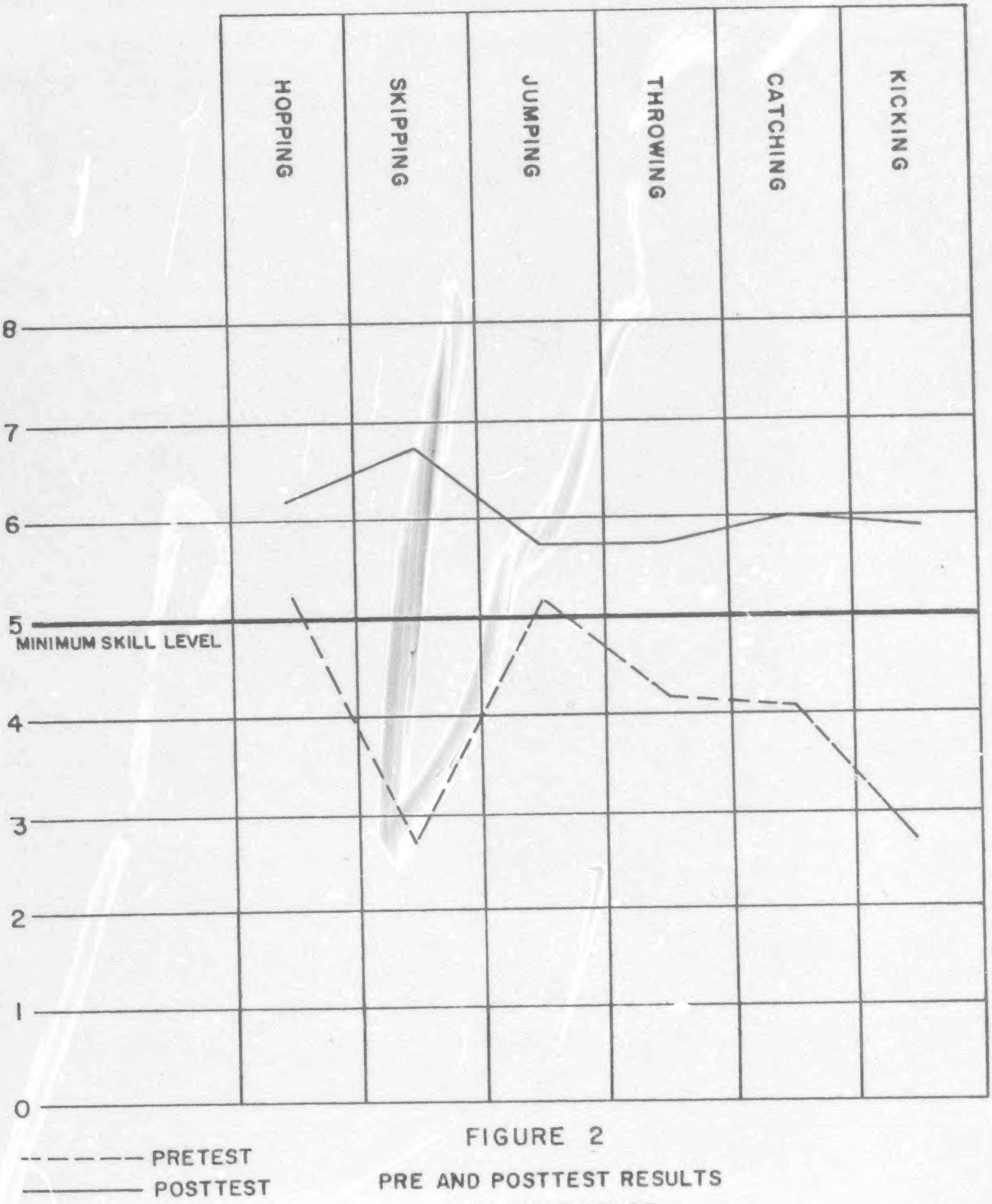

FIGURE 2

PRE AND POSTTEST RESULTS
OF FIRST GRADE
CLASSES

Figure 3, Page 85, shows pre and posttests for 54 second graders at the O.W. Erlewine School. The minimum skill achievement level for each skill tested in this group was 1 point higher than that identified for first graders -- a minimum of 6.

Second graders had the most difficulty with skipping and kicking as did the first graders. Skipping skill ranged from a 3.4 pretest to a 6 posttest score and kicking ranged from a pretest score of 3.2 to a posttest score of 6.5. The skill areas of hopping, jumping, throwing and catching ranged from 5.1 to 6 in pretests and moved to 6.3 to 7.1 in posttests.

Conclusions: The data indicates that use of the task cards in development of the gross motor skills tested resulted in growth placing the second grade students above the minimum skill level identified for those skills in the program.

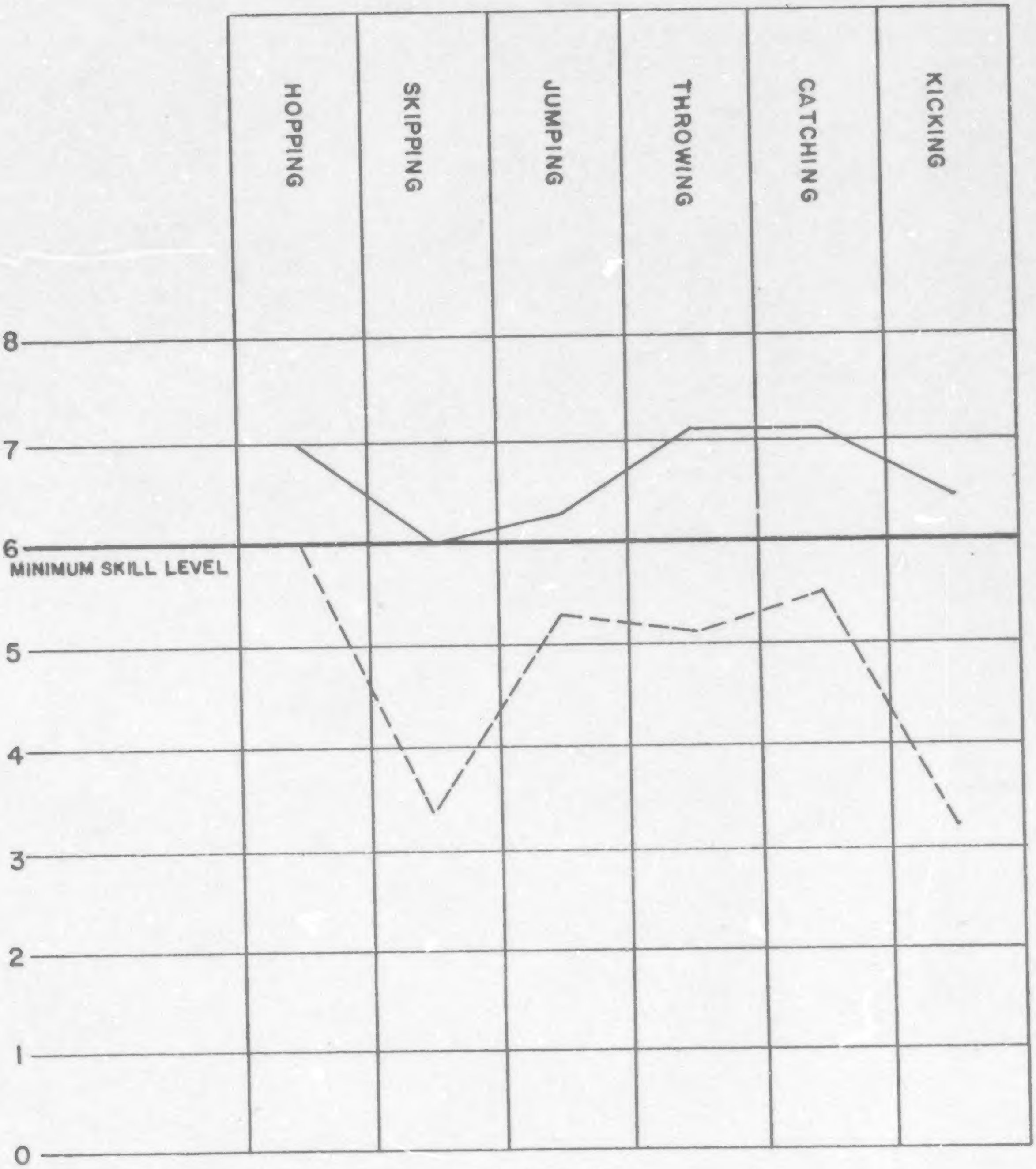

FIGURE 3

PRE AND POSTTEST RESULTS
OF SECOND GRADE
CLASSES

Figure 4, Page 87, indicates the results of the pre and posttesting of 60 third grade students at the O.W. Erlewine School. A score of 7 in the skills tested, one point above the minimum established for second graders, was the minimum skill achievement score on the range of 0-8 established for third graders. The data again shows the most difficult skills tested for third graders were skipping and kicking -- as was shown in the case of first and second graders. Skipping scores ranged from 4.7 on the pretest to 6.4 on the posttest with kicking moving from a pretest score of 5.2 to a posttest score of 6.7. The skill of jumping shows a pretest score of 5.3 and a posttest score of 7.5 for the area of greatest growth. Throwing skill also showed considerable growth moving from a pretest score of 5.6 to a 7.6 posttest score. Hopping skill moved from 6.2 to 7.1 and catching ranged from 6.5 to 7.9 showing growth in these two areas also.

Conclusion: The use of the task cards developed for the gross motor skills program resulted in growth in those skills tested for third graders involved in a sixteen week program.

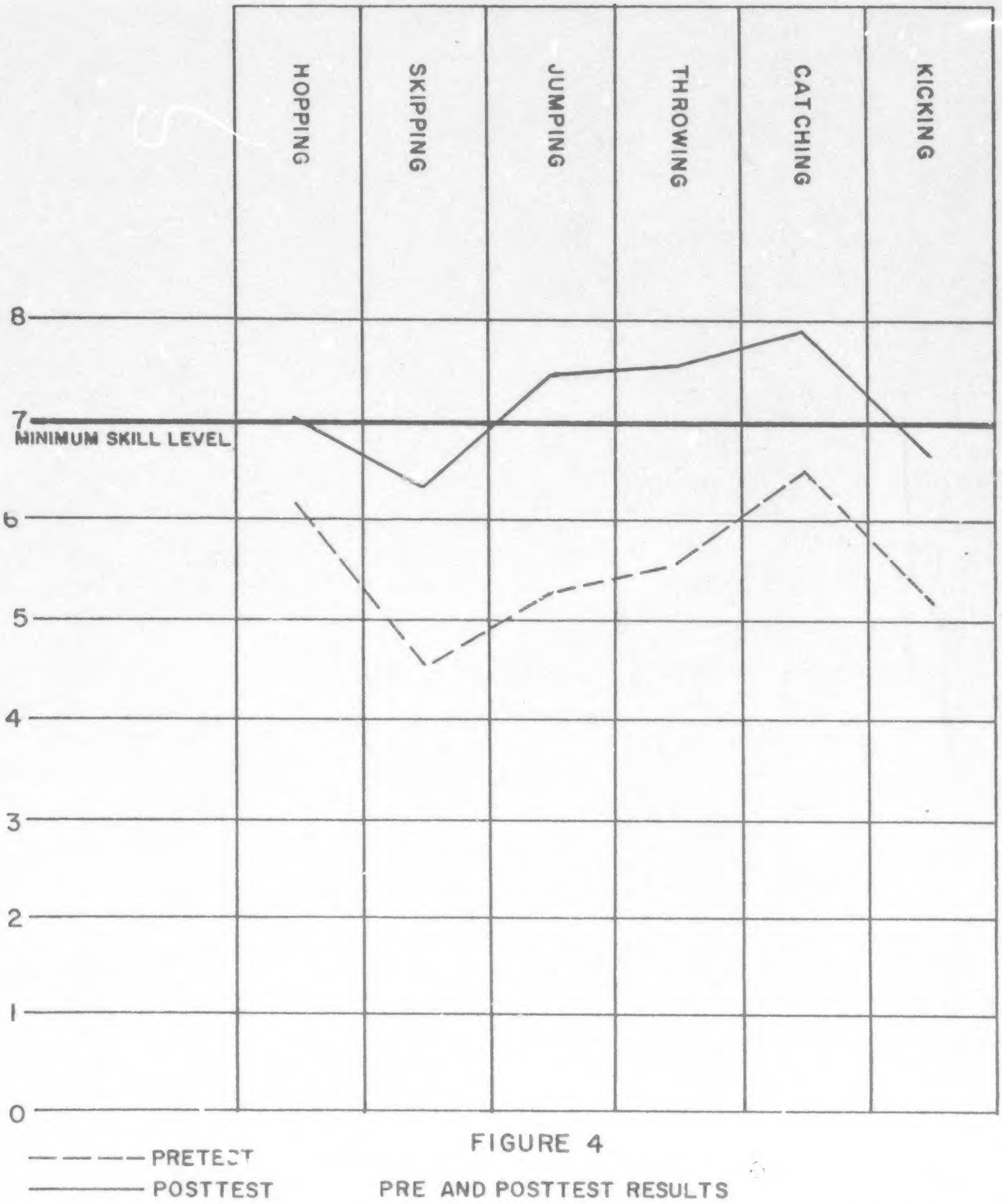

FIGURE 4

PRE AND POSTTEST RESULTS
OF THIRD GRADE
CLASSES

California State Department of Education Regional Service Team. The California State Department of Education has organized Regional Service Teams to aid districts in planning, implementing and evaluating programs in Early Childhood Education. The writer was in contact with Mrs. Barbara Wilson who is a consultant on the Regional Service Team assigned to the Sacramento area. Mrs. Wilson responded to the gross motor skills development program positively as being a program that provides for the individualization necessary in an Early Childhood Education Program and for the sequential development of skills critical to success in school.[56]

District implementation of the program. Throughout the practicum there have been three observers monitoring and evaluating progress.

Mrs. Elvie Watts, Director of the Early Childhood Education Program, has met regularly with the principals, parents, and staffs of the twelve Early Childhood Education Schools in the district. Mrs. Watts has attended a gross motor skills workshop taught by the writer and has discussed the implementation of the program with a number of teachers and aides.[57]

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[56] Appendix 26, p. 309.

[57] Appendix 27, p. 310.

Miss Louise Leoni, Director of Elementary Curriculum and Instruction, has observed the practicum in progress in terms of the district wide implications it has for implementation.[58]

Dr. Russell R. Kircher, Assistant Superintendent, Elementary Schools, with responsibility for all 56 elementary schools in the district, has monitored the practicum in his capacity as administrator responsible for program in all elementary schools within the district.[59]

During the month of January, 1975, a questionnaire was sent to the 81 classroom teachers who had been enrolled in the district workshops in gross motor skills development.[60] There were 63 persons -- 78 percent -- who returned the questionnaire. Three questions on the form were responded to as follows:

1. *Do you have a structured gross motor skills program in your school now?*

   Responses indicated that 50 teachers in the district have implemented a gross motor skills program. This represents 79 percent of the respondents.

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[58] Appendix 22, p. 304.

[59] Appendix 28, p. 312.

[60] Appendix 29, p. 314.

2. *If your answer to question (1) was Yes, do aides help in your program?*

   Responses indicated that 46 of the 50 respondents utilized aides in their program.

3. *If your answer to question (1) was No, would you please indicate the reason(s)?*

   The 13 respondents who answered this question indicated that in 11 of the cases they had been unable to secure space and/or equipment to implement the program. The remaining 2 respondents who had not implemented the program related that in 1 case it was due to a change in staff at the school and that implementation had been postponed one semester. The last respondent also indicated she had to postpone implementation until Spring or possibly Fall of 1975.

The responses pointed out that the gross motor skills development program has been implemented in twenty-one schools in the district as of January 25, 1975.

An attempt has been made in this chapter to present and evaluate the data collected during the development and implementation of the gross motor skills program. In the following chapter a summary of the practicum will be given, recommendations will be made, and conclusions of the practicum will be presented.

CHAPTER V

SUMMARY AND CONCLUSIONS

SUMMARY

It was the purpose of this practicum to develop, implement, and evaluate a transportable gross motor skills program for kindergarten-primary children which would meet the requirements for Early Childhood Education in California.

The transportable gross motor skills program developed included inventories, individual profile sheets, class record sheets, and task cards in the various areas of gross motor skills. The task cards were designed to be used by teachers and aides in individual, small group, and large group instruction.

The practicum also included inservice workshops for teachers, parents, and aides to learn to utilize the materials developed.

The practicum was developed and carried out from February 1974 through February of 1975. The gross motor skills program components were piloted for six weeks at the O.W. Erlewine School, revised and piloted during the summer demonstration school in Early Childhood Education, and through process evaluation, final revisions were made.

The completed program was implemented with 223 kindergarten through third grade children at the O.W. Erlewine School in September, 1974. Each child was inventoried for pretest scores and a 16-week program which utilized the task cards was carried out with parents, aides, and teachers involved in instruction. At the end of the 16-week period, all children were posttested.

RECOMMENDATIONS

During the development and implementation of the practicum, questions arose which resulted in the following recommendations:

1. The inventory forms for the basic gross motor skills identified resulted in increased skill in those areas in which task cards were utilized for instruction. Perhaps inventory forms in some of the task card supplements, such as the trampoline, gymnastics, tumbling, etc. would be of value in the physical education program.

2. The review of the literature cited specialists concerned with the development of gross motor skills for children who were experiencing learning problems.

It would appear that an experimental study designed to determine if, and to what degree, an identified level of gross motor skills development is directly related to academic achievement.

3. Continued training of teachers and aides in the Sacramento City Schools in the use of the gross motor skills program will be necessary to ensure the most effective implementation.

4. The enthusiastic response of teachers to this program in their schools may be indicative of a need for a more structured physical education program for intermediate students, grades four through six, in Sacramento Schools.

CONCLUSIONS

Posttest results indicated that children as a group were able to achieve a higher level of skill in the areas tested. Children were tested using the inventory developed for the program and were scored on a scale of 0 - 8.

The comparative growth in specific skills ranged from the smallest difference -- a pretest score of 5.2 and a posttest score of 5.8 for first graders in jumping to the largest difference -- a pretest score of 2.8 to a posttest score of 6.8 for skipping for first graders.

A total of four 15-hour inservice workshops were held for teachers and aides districtwide and four 7-hour inservice workshops were held for teachers and aides of four specific schools. A total of 169 persons including 62 paid aides, 16 volunteer parents, and 81 classroom teachers were trained during the workshops. Each classroom represented during the workshops received a set of the transportable program materials.

A workshop for making inexpensive materials to be used in the program was attended by 27 teachers and aides.

On a follow-up survey in January 1975, 50 teachers indicated they had implemented the transportable program in their schools. The survey also pointed out that the program has been implemented in 21 of the 56 elementary schools in the district.

A presentation of the program to the Sacramento City Schools Elementary Curriculum Development Advisory Committee, made up of parents, teachers, and administrators, resulted in the Committee's allocation of funds to reproduce the transportable program for distribution to all 56 elementary schools.

A member of the State Department of Education Regional Service Team reviewed the program and indicated the transportable program fit in with the goals of the Early Childhood Education concept in California.

Results of the practicum indicated that the development of the transportable gross motor skills program for kindergarten-primary children did meet a need within the district in that the program has been implemented in 21 schools.

Change within the educational program has been made in terms of providing more effectively for the individual differences of children through individual and small group instruction in the gross motor skills.

The adoption of the program by the District Curriculum Committee appears to assure additional implementation of the program in other schools in the near future.

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APPENDIX 1

O.W. ERLEWINE SCHOOL

GROSS MOTOR SKILLS DEVELOPMENT

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APPENDIX 2

O.W. ERLEWINE SCHOOL

CHARACTERISTICS OF THE GROWTH AND DEVELOPMENT OF CHILDREN WITH THE RESPECTIVE NEEDS AND MEANING TO PHYSICAL EDUCATION

BODILY GROWTH

APPROXIMATE AGES 4-6

CHARACTERISTICS	NEEDS AND MEANING TO PHYSICAL EDUCATION
Relatively rapid structural growth. Bones somewhat soft, muscular strength limited. Various parts of the body develop at different rates. Heart and lungs small in relation to height and weight.	Need for big muscle activity through running, chasing, jumping, climbing, and using apparatus. Frequent relaxation and rest periods, emphasis on posture, standing, sitting, and at play.

APPROXIMATE AGES 7-9

CHARACTERISTICS	NEEDS AND MEANING TO PHYSICAL EDUCATION
Period of stable, regular structural growth. Bones are hardening. Each organ of the body has its own growth pattern helping to account for awkwardness. Heart and lungs small in proportion to height and weight. Strength of arms, hands, and fingers increases. Comparison in growth should be a child's own status at an earlier period rather than to group age averages.	Need for big muscle activity through running, tag, and ball games to build up muscles and increase endurance. Lengthen periods of activity; followed by relaxation periods. Specific skills involving arms, hands, and fingers also necessary for developing strength. Continued emphasis on posture on all activities.

APPROXIMATE AGES 9-12

CHARACTERISTICS	NEEDS AND MEANING TO PHYSICAL EDUCATION
Going from steady to fairly rapid growth, height and weight increases may be faster in girls than in boys. Some children may be overweight. Some children reach adolescent spurt in which there is rapid growth of arms and legs. Secondary sex characteristics appear. A few girls may begin menstruation by ages eleven or twelve; girls are a year or two ahead of the boys in physical maturity and development. Rate of growth correlates with sexual maturity. Muscular strength is not equal to growth. Heart and lungs are in proportion to height and weight. Growth process of each individual is peculiar to own time patterns and growth cycle.	Particular needs for recognition of individual differences among children. Attention to postural habits and correction of remediable defects through referral to qualified personnel. Instruction in basic body mechanics in methods of relaxation. Vigorous activities of all kinds, such as team games, stunts, apparatus, and dances.

MOTOR DEVELOPMENT

APPROXIMATE AGES 4-6

Child very active. Gross motor control of fingers and hands incomplete. Use of trunk, arms, and legs preceeds skill in use of hands and fingers. Motor skills unevenly developed. Maturation major factor in development of skills. Eyes slow to focus and usually far-sighted.

Use of large objects for muscular control - stationary rather than moving targets. Teach skills of body control to be practiced in directed and free play. Practice of skills in advance of suitable maturity is largely wasted.

APPROXIMATE AGES 7-9

Child is very active - sitting still is an effort. Muscular development improves; eye-hand coordination improving. Eye Focus not fully developed. Reaction Time is slow. Maturity is fundamental in determining mature or motor traits; rate varies greatly in children.

Activities such as Throwing, catching, kicking, and hitting needed to improve coordination. Practice skills frequently through games, stunts, and rhythmic activities. Use fairly large balls, slow moving targets, should be interspersed with activity. Opportunity for washup, drinks, etc., should be provided as part of the regular physical education class.

APPROXIMATE AGES 9-12

By this time most children are past the period of childhood diseases, but tuberculosis is a serious threat. Burns, automobiles and bi-cycles are the causes of most accidents. For this age group. Attention could be given to visual and auditory defects and to other physical handicaps. Children may play beyond point of fatigue. Girls tire more readily than boys.

There is a need for daily health observation. Personal and community hygiene should be taught. Attention should be given to postural defects with proper referral and follow-up procedures. Although activities may extend over longer periods, opportunities for relaxation and rest should be included. The wash-up or "shower" phase of the program should be stressed as much as the activity phase.

SOCIAL-EMOTIONAL DEVELOPMENT

APPROXIMATE AGES 4-6

Friendly, affectionate, helpful, curious, likes to talk, has temper tantrums, threatens. Child is egocentric. Needs feeling of belonging. Emotional reactions differ; some are shy--others are self assertive and domineering. Sex consciousness of no importance.

Need to teach safety for self and others in group. Offer activities, emphasizing individual needs, but also some which require cooperation and sharing. Activities for boys and girls should be the same. More solitary or parallel play than group play.

APPROXIMATE AGES 7-9

Highly emotional, boastful, easily hurt, shows signs of temper, noisy, excitable, jealous, anxious to please, cries at anything, contradicts. Gradual shifts from individual to group activity; learning to cooperate better. Beginning interest in teams. Child is desirous of prestige and approval of others. Girls and boys play together fairly well during this period, chasing. Girls become more interested in boys than boys in girls.

Need opportunity for unregimented play. Activities such as running and tag games, self-testing stunts, and apparatus meet the need for individual recognition and adventure. Introduction of group dances and games involving partners or team play will aid in developing cooperation, leadership and ability to follow. Toward the end of this age period, boys and girls play apart. Girls like to dramatize, boys like rough and tumble; need for games requiring coordination of small muscles. Team games, sport skills, and other club activities help meet the need. For group loyalties. They also provide opportunities for developing cooperation through competition. Activities should be offered in which children may be successful with extra help given to those low in motor skills. With the teaching of team games, it is important to stress characteristics such as sportmanship, team play, leadership, ability to follow. Need to separate boys and girls, for some activities, but very important to have some coeducational participation. Provide opportunities for social dancing for older children.

INTELLECTUAL DEVELOPMENT

APPROXIMATE AGES 4-6

Great intellectual curiousity, many questions. Attention span is short and related to motivation. Love of rhythm, imitation, dramatics, and creativeness.

Need to develop dramatizations; need to change activities frequently, simplified directions, child should be free to develop own spontaneous play activities. Much initiative and creative play.

APPROXIMATE AGES 7-9

Child concerned with own immediate personal affairs, has difficulty in joining a common group in intellectual experiences. Principles of readiness is important for introduction of new skills and learning experiences. Reasoning based on direct observation and concrete situations. Attention span is increasing, retention is poor to fair, but repetition is enjoyed. Imaginative, curious, and creative activities are desirable.

Interested in "It" type games advancing to group activities. Directions and rules should be simple and brief with frequent changes of activities. Action story plays with help. The imaginative, initiative, creative interest of children. Need for occasional discussion of games, player attitudes, and other matters that arise during the activity phase of the program.

APPROXIMATE AGES 9-12

Child is interested in self, his or her own future, and in other people and matters outside own experience. Able to carry on group intellectual discussions and activities. Attention span lengthens, and perserverance develops; these vary greatly with individual, and with interest in task. Desire for knowledge of sports, dances, and other activities.

Need for teaching background information, fundamental rules, scoring and appreciation about various sports and dances which are offered; may be taught incidentally or directly. Two reasons for teaching knowledge, concepts, and appreciations are so the children may be better players and more intelligent spectators. Occasional paper and pencil tests should evaluate results of this phase of teaching physical education.

APPROXIMATE AGES 9-12

Coordination is good. Reaction time is improving. Although strength is not comparable to growth, child shows interest in his or her strength and endeavors to improve it. Children take great pride in physical performance. Some children may become more awkward during this period due to unusual growth spurt. Girls may be better skilled during part of this period than boys. Proper motor development and achievement of skills give children security and social acceptance. Teachers must recognize individual notes of development and, therefore, cannot set arbitrary standards for a grade in learnings involving motor skills.

Need to offer activities which demand a higher degree of skills than those offered in lower grades; these include team games, and related skills drills, dances, tumbling, and apparatus. Skill test and self testing events provide apparatus to evaluate progress. Fast-moving activities are possible for this group; more rhythmic activities for girls than for boys. Special help should be given to those whose skills are inferior to the majority of the class.

HEALTH STATUS

APPROXIMATE AGES 4-6

Very susceptible to infectious diseases. Respiratory diseases in Winter and Spring; alimentary tract ailments in Summer and Fall; otherwise health relatively good. Endurance poor.	Daily health inspection necessary. Health instruction important. Need for frequent rest and relaxation periods. Daily health teaching. Stress washing of hands after activity program.

APPROXIMATE AGES 7-9

Susceptibility to infectious diseases is fair to good; membrane of respiratory systems vulnerable; children subject to stomach aches and nausea. Accidents are leading cause of death; higher for boys. Child fatigues easily but tends toward rapid recuperation.	Daily health inspection necessary. Health Instruction Important. Need for constant supervision to reduce risks of accidents, admonitions not too effective. Frequent rest and relaxation periods.

APPENDIX 3

O.W. ERLEWINE SCHOOL

GROSS MOTOR SKILLS

Kindergarten

1. Running - in place around
2. Crawling
3. Walking - different positions
4. Jumping - over line - over rope - to mark
5. Twisting
6. Skipping
7. Galloping
8. Rolling
9. Bouncing ball while walking (5 times)

   Tossing ball to self

   Tossing ball to partner (6 feet away - under hand)
10. Kicking the ball - (stationary)
11. Leaping

    Leaping over partner
12. Tip-toeing - 30 feet
13. Sitting - straight on floor - Indian style
14. Locate parts of body - on self
15. Locate parts of body on picture.

GROSS MOTOR SKILLS

First Grade

Do similar activities with hopping across walking board.

Walking Board Activities

1. Walk frontwards across the board and throw a bean bag at a target.
2. Walk backwards across the board and throw a bean bag at a target.
3. Walk across the board and carry a weight in each hand and in both hands.
4. Walk across the board with an eraser on head.
5. Walk across the board and bounce a ball.
6. Walk sideways across the board; lead with right foot.
7. Walk sideways across the board; lead with left foot.
8. Walk sideways across the board and carry a weight in the hands.
9. Invent other ways to walk across board.

Hopping Activities

1. Hop both feet - ten times in place backwards, and ten times on a line and backwards and sideways.
2. Hop right foot 10 times.
3. Hop left foot 10 times.

Jumping Activities

1. Jump on both feet left foot, right foot.
2. Try to clap as you do jumping activities.
3. Jump rope in place, forward and backward.
4. Jump rope on one foot in place.

Skipping

1. Skip frontward in straight line, curved line and zig-zag line.

Bean Bag Activities

Running

1. Run in place while I count to 50.
2. Run around the room (or obstable course) without falling or bumping into anything.
3. Sprint about 50 yards.

GROSS MOTOR SKILLS

First Grade

Throwing

1. Able to throw ball to another person in order that it can be caught.
2. Able to throw ball three out of five times into box or basket at specified distance.

Skipping

1. Skip forward in a circle like teacher does.

Dancing

1. Simple dance steps.

Body Localization

1. Right side of body.
2. Left side of body.
3. Front of body.
4. Etc.

Directionality

1. Standing position. Climb a ladder, alternate arm and leg movements.
2. Standing position with arms overhead. Make circle overhead with both arms, like a helicopter.
3. Stand, feet three or four inches apart and toes straight ahead. Raise heels off the floor and walk in place.
4. Stand. Raise arms straight out, shoulder height. Fly like a bird.
5. Sit. Row a boat.
6. Stand. Bend body left, right, forward and backward like a tree swaying in a breeze.
7. Stand. Follow directions - hands on hips, shoulders, knees, toes, behind head, on top of head, etc.
8. Stand. Hands on hips. Jump in place.
9. Stand. Stretch hands up, look up, rise up on toes and down.
10. Body bend, right hand to left toe, left hand to right toe.
11. Jump to stride stance. Jump across feet. Jump bring feet together.

GROSS MOTOR SKILLS

First Grade

12. Imaginary jump rope. Both feet. Alternate Feet.
13. Stand. Swing arm around in circle 5 times.
14. Turn trunk left and right arms out to shoulder height. Bend and touch right foot, with left hand, vice versa.
15. Rise on toes.
16. Run in place, knees up high, swing arms.
17. Push ups.
18. Lying on back, hands back behind head sit up.

Games

1. Pass object without dropping it.
2. Goblins and Ghosts - "The Goblins Are Coming"
3. Run the Circle - One child runs to right and back to place, taps child on his right. Then left.
4. Bottle Ball - Fundamental of rolling a ball.
5. Mousetrap
6. Squirrels In Trees - Pigs in a Pen
7. Hit the Basket - Throw small ball into a waste basket or box.
8. Hound and Rabbit - Chase large ball with small ball, change directions frequently.
9. Jump the Candlestick
10. Roll dodge ball.
11. Cut the Pie
12. Triple Skip

---

1. Stand, 2 feet, left foot, right foot
2. Walk
    a. a line frontwards and backwards
    b. balance
    c. sideways, slide
    d. keep eraser on head and walk
3. Directions
    a. left, right, up, down, in out, etc.
4. Hop - place, along a line, hop scotch
5. Jump
    a. rope
    b. distance
    c. tires
    d. Think and Jump
6. Run
7. Skip

GROSS MOTOR SKILLS

First Grade

Exercises

1. Stand up, sit down, no hands and stand up.
2. Stand up, hands up and out and down then feet in out in, then cross feet, front and back.
3. Bends
   Touch toes, left hand - right foot right hand - left, hands on hips bend to the side.
4. Cross horizontal bars.
5. Chin up.
6. Push up.
7. Sit up.

Ball

1. Roll, throw, catch, kick, dodge, hit a bottle, in a box or a basket.

Games

1. Singing Games - Farmer In the Dell, London Bridge, Ever See a Lassie, Hokey Pokey
2. Circle Games - Triple Skip, Flying Dutchman, Drop the Handerchief, Dodgeball
3. Squirrels In Trees
4. Steal the Bacon - Remembering number
5. Simple Kick Ball - one kicks - one pitches, change places
   Guard the Bottle - avoid the ball
6. Relays
7. Follow the Leader

Rules Sportsmanship Taking Turns Fun

GROSS MOTOR SKILLS

Second Grade

A. Jumping Movements

1. Free style to identify factors (successfully 10 times) imposed by object (such as line to line, off and on a line or object, and object to object). (Tubes)
2. Jump while throwing a ball.
3. Change speed while jumping.
4. Jump sideways over a rope on the ground or a rope (15 times). Jump forward and backwards also.

B. Balance Skills

1. 1 foot (10 counts) switching
2. 1 foot eyes closed (5 counts)
3. toes - (count 20)
4. toes - eyes closed 10 count
5. Walk sideways on a line (ten steps) and then change directions.
6. Walk a line with one foot forward and pulling up the other foot to meet the heel of the foot forward (5 steps).
7. Walk a line with object on head (5 steps forward).
8. Walk a line with hands and arms straight out at sides with object in each hand (10 steps forward).

C. Hopping Movements

1. Hop on 1 foot in a stationary position staying within the radius of a small circle (probably 12 inches).
2. Hop forward on one foot 10 times.
3. Hop into the middle of the tires on one foot alternately.

D. Gross - Co-ordination

1. Run backward 20 feet.
2. Walk backward 20 feet.
3. Slide sideways both directions 20 feet.

Jumping Rope

1. 10 times turned by self.
2. 5 times backward.
3. Throw underhand to person 10 feet away - 10" rubber ball.

GROSS MOTOR SKILLS

Second Grade

4. Throw into an object like waste paper basket trying both hands and both overhand and underhand (use bean bags and fleece balls also).
5. Catch a 10 inch rubber ball thrown by person 10 feet away.
6. Bounce a ball 10 times with one hand.
7. Bounce to another person at least 9 feet away hitting a certain marked spot.

Roll a large ball straight ahead to a person 20 feet away.

Kick a stationary ball straight ahead.

Kick a moving ball or pitched ball.

GROSS MOTOR SKILLS

Third Grade

Strength

A. Cross parazontal once - without dropping
B. 5 modified push-ups (knees bent)
C. Hang from bars, feet off ground, for 10 counts
D. Pull-up - 1 on bars

I. Basic Skills

1. Catching large ball (15')
2. Throwing large ball accurately (15')
3. Catching small ball
4. Throwing small ball (15')
5. Hopping on 1 foot 20 times
6. Hopping on 1 foot (15')
7. Skipping (15')
8. Jumping - using both feet (15')
9. Jogging around track once without stopping.
10. Galloping (one foot leading) (15')
11. Sliding (15') either foot leading
12. Walking forward (15')
13. Walking backward (15')
14. Running length of blacktop
15. Running backwards (15')
16. Jumping rope by oneself without stopping for 10 counts.
17. Run through jump rope turned by 2 people without breaking the rhythm.
18. Standing broad jump
19. Run through tire maze, alternate feet.
20. Rolling a ball accurately (15')
21. Bounce a ball 10 times with one hand.
22. Dribble ball for 15'
23. Kick ball accurately (15')
24. Move ball with feet for 15' and stopping ball.
25. Catch a bouncing ball.

Balance

1. Walk a line - toe to heel 15' forward.
2. Walk a line toe to heel 15' backward.
3. Stand on one foot each for 20 counts, eyes closed, with hands and arms used to help balance.
4. Walk length of balance beam back and forth without falling.
5. Raise right knee, grasp with both hands and pull to chest. Hold to count of 3.
6. Stretch hands above head, or toes.

GROSS MOTOR SKILLS

Third Grade

Flexibility

1. Touch toes, knees straight, 10 times.
2. Touch toes, hold ankles for 5 counts.
3. Worm Walk (5 times)

Co-ordination

1. Jump and put right leg forward, jump and put left leg forward - 10 times.
2. Jump to stride position, jump crossing left foot in front of right, then right in front of left.

O.W. ERLEWINE SCHOOL

April 1974

Name: ______________________ Placement: ______________________

Pupil Inventory (Preschool and Kindergarten)

	0	2	2	2	2	TOTAL
Body Awareness: (The ability to locate parts of one's body.)	No Performance	Identify hands, feet, shoulders.	Identify neck, back, arms, and legs.	Identify eyes, mouth, nose ears, wrists, and ankles.	Identify eye-brows, hair, forehead, fingernails, and elbows.	
Score:						
Rolling: (The ability to roll one's body in a controlled manner.)	No performance	Roll from back to stomach, with arms at sides, body erect, and legs straight.	Roll from stomach to back, with arms at sides, body erect, and legs straight.	Arms raised overhead, legs straight, roll to right. Then roll to left.	Arms directly to sides, legs straight, roll to right and then to left.	
Score:						
Sitting: (The ability to sit erect in a normal position without support.)	No performance	Sit with feet flat on floor.	Sit with feet flat on floor, hands folded.	Sit Indian style with legs crossed and arms folded.	Sit straight in chair balancing book on head.	
Score:						

Pupil Inventory (Preschool and Kindergarten) continued

	0	2	2	2	2	TOTAL
Creeping: (The ability to creep in a coordinated manner.)	No performance	Creep with hands and arms under chest, moving elbows and hips.	Creep with hands under chest, moving elbows and hips backwards.	Creep on floor moving opposite arms and leg together.	Creep in a circle with an object on back.	
Score:						
Crawling: (The ability to crawl in a coordinated manner.)	No performance	Crawl on floor moving arm and leg on the same side. (homolateral)	Crawl on floor moving opposite arm and leg together. (cross-lateral)	Crawl ten feet while carrying a spoon with a bead on it between teeth.	Crawl up and down an incline. Use Stegel slide or small 2' incline.	
Score:						

APPENDIX 5

April 1974

O.W. ERLEWINE SCHOOL

Name: ______________________ Placement: ______________________

Pupil Inventory (Primary)

	0	2	2	2	2	TOTAL
Hopping: (The ability to hop in a coordinated manner.)	No performance	Hop on one foot any number of times. (note foot)	Hop on two feet any number of times.	Hop alternating feet.	Hop through an obstacle course. one foot (note foot)	
Score:						
Skipping: (The ability to skip in a coordinated manner.)	No performance	Skip on alternating feet.	Skip forward in a circle.	Skip backward.	Skip rope. 3 out of 5 times.	
Score:						
Jumping: (The ability to jump simple obstacles without falling.)	No performance	Jump forward with feet together.	Jump backward with feet together.	Jump from a 12" step.	Jump rope. (alone) 3 out of 5 times.	
Score:						

Pupil Inventory (Primary) continued

	0	2	2	2	2	TOTAL
Throwing: (The ability to throw a ball with a reasonable degree of accuracy.)	No performance	Throw 12" ball in any direction.	Throw a 12" ball directly to the teacher.	Throw a 12" ball three times into a container a distance of 3 feet.	Throw accurately to teacher three out of five times. (softball)	
Score:						
Catching: (The ability to catch a ball with a reasonable degree of accuracy.)	No performance	Catch a rolling 12" ball.	Catch a 12" ball thrown from 2' away.	Catch a 12" ball thrown 5' away with arms out.	Catch a 12" fly ball.	
Score:						
Kicking: (The ability to kick a ball with a reasonable degree of accuracy.)	No performance	Kick a 12" ball forward from a standing position.	Kick a 12" ball forward from a running position.	Kick a 12" ball forward to a designated target with accuracy from a standing position.	Kick a 12" ball from a running position toward a designated target with accuracy.	
Score:						

C.W. ERLEWINE SCHOOL

GUIDE FOR ANALYZING SELECTED FUNDAMENTAL SKILLS

Skill	Base of Support and Balance	Production of Force	Direction of Application of Force	Focus	Follow-through	Absorption of Force
WALK	Brief period of support on both feet, weight shifted in direction and new base of single support. Feet pointed straight ahead, placed alternately along a line.	Contraction of extensor muscles of leg, ankle to push off with toes. Arms swing in opposition to the legs.	Push off horizontally and very slightly vertically. Arms swing back and forward, not across body.	Head up, eyes straight ahead.		Weight taken on heels, transferred along outside edge of foot to toes.
RUN	Base: one foot. Body weight forward, lean from ankles.	Contraction of muscles of hip, knee, ankle; push off from toes.	Feet placed straight ahead; legs move ward and forward arms swing in opposition, forward and backward. Elbows bent.	Head up, eyes straight ahead.		Land on ball of foot.
JUMP -Height	Base at take-off weight even over both feet; weight low, with knees bent, but hips must be tucked under. In flight, erect position of body. Landing, body erect, weight over both feet; use arms for counterbalance.	Hips, knees, ankles, bent; force is derived from extension of these muscles. Arms swing forward and upward.	Push off directly vertical. Arms swing upward.	Head up, eyes upward.	Stretch and reach with all parts of body.	Landing, bend knees, ankles; take weight on balls of feet.

Skill	Base of Support and Balance	Production of Force	Direction of Application of Force	Focus	Follow-through	Absorption of Force
JUMP -Distance (Standing)	Base: Take-off weight over both feet, forward lean of body. In flight, weight forward. In landing, weight low and forward on both feet.	Hips, knees, ankles bent; force derived from extension of these muscles Arms swing first backward then forward, vigorously.	Forty-five degree angle upward. Legs swing forward under body.	Head up, eyes straight ahead.	Whole body stretches and reaches forward.	Land in a crouched position, weight on balls of feet.
-Distance from a running start	Preliminary run demands take-off from one foot. Same as Distance (Standing) in flight and landing.	Greater forward momentum gathered from fast run. Push-off is from one foot. Arms swing forward vigorously.	(Same as Distance-Standing)	(Same as Distance-Standing)	(Same as Distance-Standing)	(Same as Distance-Standing)
HOP	Base: weight on one foot, brief period of no support, weight returned to same foot. Arms counterbalance.	Contraction of extensor muscles of hip, knee, ankle. Push off from one foot. Upward swing of arms.	Upward amount of forward movement depends on use of hop.	Head up, eyes straight ahead.		Land on toes, shift weight to ball of foot.
-Landing	Base: Foot in side on forward side-stride position (no more than width of hips sideways.) Weight low and over base. Use arms to counterbalance.			Head up, eyes straight ahead.	As soon as weight is absorbed, legs are extended and rebound to standing position.	Hips, knees, ankles bend, land on balls of feet.

Skill	Base of Support and Balance	Production of Force	Direction of Application of Force	Focus	Follow-through	Absorption of Force
SKIP	Period of non-support on hop, weight shifts to alternate feet on step. Arms counterbalance.	Propulsive force upward from one-foot push-off of hop gives upward momentum. Arms swing upward.	Forward and upward.	Head up, eyes straight ahead.		Land on toes and transfer weight to balls of feet.
SLIDE	Base moves to alternate feet. Weight shifted from lead to following foot. Weight always within base of support.	Extensor muscles of leg as foot pushes vertically and horizontally.	Sideways, more vertical push-off if height is desired on hop.	Head up, eyes straight ahead.		Weight taken on ball of foot.
-Stopping	Feet in stride position. Weight brought directly over both feet.			Head up, eyes straight ahead.		Bend knees, ankles, land on balls of feet. Lean back from waist.

Skill	Base of Support and Balance	Production of Force	Direction of Application of Force	Focus	Follow-through	Absorption of Force
THROW	Base: Both feet in stride position. Weight shifts to rear foot on backswing to forward foot on throw. A forward step is taken as part of follow-through to regain a stable base on both feet.	Preliminary movement includes backswing, trunk rotation, shift of weight to crease arm and develop greater momentum. Forward motion: Trunk rotates forward; all leg, trunk, arms, wrist, hand muscles extend sequentially. Ball is tossed with final snap of wrist and fingers as arm is straightened. Weight shifts to forward foot as upper arm passes shoulder and lower arm is fully extended.	All in direct line toward target.	Head turned toward target, eyes on target.	Arm and hand follow directly to the target. Step onto right foot to regain balance.	

APPENDIX 7

O.W. ERLEWINE SCHOOL

Gross Motor Skills
Pupil Profile

Name: ______________________

Date: ______________________

Teacher: ______________________

Placement: ______________________

	Body Awareness	Rolling	Sitting	Creeping	Crawling	Hopping	Skipping	Jumping	Catching	Throwing	Kicking	Total
8												
7												
6												
5												
4												
3												
2												
1												
0												

———————— Maximum Possible Score

---------- Passing Score

APPENDIX 8

O.W. ERLEWINE SCHOOL

GROSS MOTOR SKILLS
Class Record Sheet

School: ____________________

Teacher: ____________________

Year: ____________________

Placement: ____________________

Excellent Performance	8
Good Performance	6
Fair Performance	4
Little Performance	2
No Performance	0

	Preschool and Kindergarten					Primary						
Names:	Body Awareness	Rolling	Sitting	Creeping	Crawling	Hopping	Skipping	Jumping	Throwing	Catching	Kicking	Total

APPENDIX 9

O.W. ERLEWINE SCHOOL

Primary Gross Motor Skills

April-June 1974

Monday, Wednesday, and Friday are set aside for teachers, aides, and cross-age tutors to work with individuals and small groups based on needs.

GROUP	NO. OF CHILDREN	SKILLS	INSTRUCTORS
1	22	Hop Skip Jump	Teacher: Miss Moredock Parent Aides: Mrs. Brownell Mrs. Johnson Mrs. Hinman
2	20	Kick a ball Roll a ball Throw a ball	Teacher: Miss Reed Parent Aides: Mrs. Rubin Mrs. Shilling Cross-age Tutor: Sunni Barton
3	23	Throw a fly ball Catch a fly ball	Teacher: Mr. Caldeira Parent Aide: Mrs. Rossi Cross-age Tutor: John Neumann
4	19	Bounce ball repeatedly Walk dribble Run dribble	Teacher: Mrs. Brown Parent Aides: Miss Brainard Mrs. Heaton
5	97	Enrichment Skills and Games	Teachers: Mrs. Sullivan Mrs. Wright Parent Aides: Mr. Bader Mr. Slossberg Cross-age Tutor: Chris Haviland

O.W. ERLEWINE SCHOOL

GROSS MOTOR SKILLS PROGRAM

TRAMPOLINE	Caldiera Bader	(+ 1 parent)	15 students
STEGEL	Brown Brownell	(+ 1 parent)	15 students
GYMNASTICS	Brainerd Wright	(+ 2 parents)	30 students
CREATIVE MOVEMENT	Moredock Johnson	(+ 2 parents)	30 students
TEAM GAMES	Sullivan	(+ 3 cross-age tutors)	30 students
	Schlossberg		30 students
RHYTHMS AND DANCE	Reed		30 students

Tuesday and Thursday will be the days set aside for the P.E. exchange.

In case of inclement weather the P.E. program will continue as scheduled with Trampoline and Stegel moving into rooms 6 and 7 for quiet team games.

Monday, Wednesday and Friday are set aside for reference group P.E. when teachers will be providing for individual and small group needs as indicated by profiles.

APPENDIX 10

O. W. ERLEWINE ELEMENTARY SCHOOL VISITATION

Gross Motor Survey

March-April, 1974

Please respond to the questions below and return this sheet to the principal or to the office before you leave.

	Yes	No
1. Do you have a structured gross motor skills development program in your school now?	____	____
2. If your answer to (1) was No, are you interested in implementing a gross motor program with your class or segment?	____	____
3. Would you be interested in having an inservice class offered for credit which would include the techniques for implementing a gross motor program?	____	____

4. If you would be interested in such an inservice class, please indicate your preference below for a one (1) unit course.

Friday evening and Saturday ____
After school meetings once a week ____
Everyday after school for one week ____

5. Do you think it would be worthwhile to have the district offer a workshop to train volunteer parents to help in a gross motor program? Yes ____ No ____

Name ____________ School ____________

Please check one : Parent ____ Teacher ____
Principal ____ Other ____

APPENDIX 11

INSERVICE EDUCATION

SATURDAY WORKSHOPS

SPRING 1974

Sacramento City Unified School District
Personnel Services Office
Staff Training Services Department
810 "V" Street

FEBRUARY	MARCH	APRIL	MAY	JUNE
2 8:30 am - 4:30 pm Spring Art/Craft, 1-6 8 Fri. Eve/6-10:00 pm	2 8:30 am - 4:30 pm Experimenting/ Investigating/ Problem Solving In Science, K-6 8 Fri. Eve/6-10:00 pm	5 Fri. Eve/6-10:00 pm 6 Sat. Morn/8-12:00 noon Mini Learning Centers, K-3 EASTER VACATION	4 8:30 am - 4:30 pm Experimenting/ Investigating/ Problem Solving In Science, K-6	1 8:00 - 12:00 noon Learning Centers, 3-6 1:00 - 5:00 pm Reading Games/Reinforcement Activities, 1-6
9 Sat. Morn/8-12:00 noon Teaching the Gifted Child 8:00 - 12:00 noon Film Tasting, K-6 1:00 - 5:00 pm Puppetry/Creative Expression, K-6	9 Sat. Morn/8-12:00 noon Teaching the Gifted Child 8:00 - 12:00 noon Film Tasting, K-6 1:00 - 5:00 pm Puppetry/Creative Expression, K-6	13 EASTER VACATION 19 Fri. Eve/6-10:00 pm	11 8:00 - 12:00 noon Film Tasting, K-6 1:00 - 5:00 pm Puppetry/Creative Expression, K-6	
16 WASHINGTON'S BIRTHDAY WEEKEND 22 Fri. Eve/6-10:00 pm	16 8:30 am - 4:30 pm Spring Art/Craft, 1-6	20 Sat. Morn/8-12:00 noon Mini Learning Centers, K-3 1:00 - 5:00 pm P.E. Games/Activities/ Folk Dancing, 3-6 26 Fri. Eve/6-10:00 pm	18 8:00 - 12:00 noon Learning Centers, 3-6 1:00 - 5:00 pm Reading Games/Reinforcement Activities, 1-6	
23 Sat. Morn/8-12:00 noon Mini Learning Centers, K-3 1:00 - 5:00 pm P.E. Games/Activities/ Folk Dancing, 3-6	23 8:00 - 12:00 noon Play/Motor Patterning Skills, K-3 Learning Centers, 3-6 1:00 - 5:00 pm Reading Games/Reinforcement Activities, 1-6	27 Sat. Morn/8-12:00 noon Teaching the Gifted Child 8:00 - 12:00 noon Film Tasting, K-6 1:00 - 5:00 pm Puppetry/Creative Expression, K-6	25 MEMORIAL DAY WEEKEND	
	30 8:00 - 12:00 noon Play/Motor Patterning Skills, K-3 Learning Centers, 3-6 1:00 - 5:00 pm Reading Games/Reinforcement Activities, 1-6			SATURDAY WORKSHOPS SPRING 1974

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
Personnel Services Office

December 7, 1973

MEMORANDUM ST-22

Topic: INSERVICE EDUCATION SATURDAY WORKSHOPS

To: All Elementary Principals and Teachers

The Staff Training Services Department has scheduled the following series of inservice education Saturday workshops for all teachers and administrators, paraprofessionals, and other interested adults, during the Spring Semester, 1974:

DEVELOPING "MINI" UNITS FOR LEARNING CENTERS, K-3, 776-189

EXPERIMENTING, INVESTIGATING, AND PROBLEM SOLVING IN SCIENCE, K-6, 776-196

FILM TASTING, K-6, 776-147

LEARNING CENTERS, 3-6, 708-123

PROGRAMMING PHYSICAL EDUCATION WITH GAMES/ ACTIVITIES/FOLK DANCING, 3-6, 776-198

PUPPETRY AND CREATIVE EXPRESSION, K-6, 776-211

READING GAMES AND REINFORCEMENT ACTIVITIES, 1-6, 708-97

SPRING ART AND CRAFT, 1-6, 708-121

WORKSHOP IN PLAY AND MOTOR PATTERNING SKILLS, K-3, 776-212

WORKSHOP ON TEACHING THE GIFTED CHILD, 708-129

The workshops will offer training in special areas of interest, and opportunities to explore innovative instructional practices/methods and effective instructional strategies and techniques. In addition, workshop time and resources will be provided to create and develop materials for use in the classroom.

Participants may register for any one or more of the workshops for one-half (1/2) unit of salary credit or more per workshop.

Those who wish to pursue interest areas/or training for special needs may register for a combination of workshop sessions. However, total units earned per workshop must equal one-half (1/2) unit or more. One-quarter (1/4) units will not be credited.

THE FEE FOR THE INITIAL REGISTRATION IN EACH WORKSHOP IS $2.00.

TOTAL FEE(S) INCLUDING MATERIALS FEE(S) WITH
PRE-REGISTRATION REQUIRED.

PLEASE NOTE

If enrollees wish credit for a workshop they must secure prior approval from their administrator, on the appropriate form, before enrolling. Credit earned which has not been so approved cannot be accepted for salary schedule credit.

This form, PSTR-21R4, may be obtained from the administrators office AND MUST BE ATTACHED TO THE APPLICATION AND SUBMITTED TO THE STAFF TRAINING SERVICES DEPARTMENT, School Mail Box #45.

DEVELOPING "MINI" UNITS FOR LEARNING CENTERS, K-3, 776-189

Mrs. Carol S. Pitts, Instructor

Phoebe Hearst Elementary School
Multipurpose Room

3 Sessions — 1/2 Salary Credit Unit Per Session

Friday evenings 6:00 - 10:00 p.m./Saturday mornings 8:00 - 12:00 noon

SESSION #1: February 22/February 23
SESSION #2: April 5/April 6
SESSION #3: April 19/April 20

A series of three (3) Friday evening/Saturday morning workshop sessions for kindergarten/primary teachers. Each workshop session will provide participants with the opportunity to develop one "mini" learning center unit of study in one specific area:

Session #1	Language Arts
Session #2	Wirtz Math
Session #3	Creative Writing

Participants will plan/develop/complete a "mini" unit of study per session as specified above to include a central theme of games, activities, worksheets.

Teachers are encouraged to bring textbooks, workpages, and other materials they would like to include in a center; also, to bring basic equipment for their own use, such as scissors, pens, rubber cement, rulers, etc.

Course Components

- Demonstrations/Directions: The "Mini" Unit of Study
- Workshop Time

Enrollment

- Each specific Friday evening/Saturday morning constitutes one (1) workshop session
- No selected combinations accepted
- 1/4 salary credit unit will not be accepted

PRE-REGISTRATION REQUIRED. Initial Registration Fee $2.00
Materials Fee $3.00 per 1/2 Unit

EXPERIMENTING, INVESTIGATING, AND PROBLEM SOLVING IN SCIENCE, K-6, 776-196

Mrs. Betty M. McCarty, Instructor

Caroline Wenzel Elementary School
Multipurpose Room

2 Sessions 8:30 a.m. - 4:30 p.m. 1 Salary Credit Unit

SESSION #1: March 2
SESSION #2: May 4

A discussion laboratory and materials development workshop designed to give participants a background of useful information related to the day to day experiences of children. Session #1 will concentrate on the life sciences; Session #2 will be centered on the physical sciences. The morning program of each session will consist of the presentation of information and materials for experimenting, investigating, and problem solving in a classroom laboratory situation or at science centers, a speaker, related available audio visuals, and participant involvement in science activities. The afternoon program will emphasize planning and preparing for science activities and developing the materials necessary. Areas to be covered will be subject to revision according to the needs and desires of participants.

PRE-REGISTRATION REQUIRED. Registration Fee $2.00
Materials Fee $5.00

FILM TASTING, K-6, 776-147

Mr. Richard C. Rogers, Instructor

8th & V Annex
Room 303

4 Sessions

8:00 a.m. - 12:00 p.m.

1/4 Salary Credit Unit Per Session

SESSION #1: February 9
SESSION #2: March 9
SESSION #3: April 27
SESSION #4: May 11

A unique opportunity to sample, discuss and evaluate a cross section of the most current and stimulating 16mm motion pictures designed for primary and the intermediate levels.

PRE-REGISTRATION REQUIRED. Initial Registration Fee $2.00

LEARNING CENTERS, 3-6, 708-123

Mrs. Ethel E. Breyfogle, Instructor

Phoebe Hearst Elementary School
Multipurpose Room

4 Sessions

8:00 a.m. - 12:00 noon

1/4 Salary Credit Unit Per Session

SESSION #1: March 23
SESSION #2: March 30
SESSION #3: May 18
SESSION #4: June 1

This course will emphasize individualizing instruction through the use of classroom learning centers. Participants will organize a plan for implementing learning centers in their classrooms, develop units of study to use at centers, and share projects and/or ideas with their peers.

COURSE COMPONENTS

1. Lectures
    - types of centers
    - ways of fitting centers into your program
    - how to plan centers to meet your objectives
2. Demonstrations
    - various centers
    - classroom management methods
    - record keeping
3. Workshop
    - planning and developing your own centers

PRE-REGISTRATION REQUIRED. Initial Registration Fee $2.00
Materials Fee $3.00 per 1/2 Unit

PROGRAMMING PHYSICAL EDUCATION WITH GAMES/ ACTIVITIES/FOLK DANCING, 3-6, 776-198

Mrs. Susan E. Clements and Mrs. Shirley L. Sinistro
Instructors

H. W. Harkness Elementary School
Multipurpose Room

2 Sessions 1:00 - 5:00 p.m. 1/2 Salary Credit Unit

SESSION #1: February 23
SESSION #2: April 20

The workshop will provide suggestions and demonstrations for meeting the physical education needs of pupils in placement levels 3-6 through a variety of interesting action games and activities which can be played under varying weather conditions. Familiar "easy-to-learn" folk dances, that appeal to children, and add enjoyable experiences to the physical education program, will be offered.

PRE-REGISTRATION REQUIRED. Registration Fee $2.00

PUPPETRY AND CREATIVE EXPRESSION, K-3, 776-211

Mrs. Barbara A. Carr, Instructor

John Bidwell Elementary School
Multipurpose Room

4 Sessions 1:00 - 5:00 p.m. 1/4 Salary Credit Unit Per Session

SESSION #1: February 9
SESSION #2: March 9
SESSION #3: April 27
SESSION #4: May 11

Puppetry is not confined to any age level--types of puppets and their use can be related to any grade level.

The workshop will offer:

- a brief history of puppetry and various uses of puppets in and out of the classroom
- displays and discussions of different kinds of puppets
- ways teachers can put puppets to use in art activities, language arts, music, science, and social science

Participants will make puppets such as: Hand, marionettes, shadow, paper bag, finger, glove, sock; plan related creative activities; explore and share ideas.

PRE-REGISTRATION REQUIRED. Initial Registration Fee $2.00
Materials Fee $3.00 per 1/2 Unit

READING GAMES AND REINFORCEMENT ACTIVITIES, 1-6, 708-97

Mrs. Sue C. Nelson, Instructor

8th & V Annex
Room 4

4 Sessions	1:00 - 5:00 p.m.	1/4 Salary Credit Unit Per Session

SESSION #1: March 23
SESSION #2: March 30
SESSION #3: May 18
SESSION #4: June 1

The workshop is designed to assist participants to develop materials which can be used in activities that extend or supplement the reading program, that provide reinforcement of previously learned skills, or as prescriptions in a diagnostic-prescription reading program based on needs revealed by criterion testing. Emphasis will be placed on creating and constructing games, task cards, manipulative and self-correcting devices, and readiness materials. Demonstrations of games and activities will be presented. If desired, participants may organize materials developed into a file.

PRE-REGISTRATION REQUIRED. Initial Registration Fee $2.00
Materials Fee $3.00 per 1/2 Unit

SPRING ART AND CRAFT, 1-6, 708-121

Mr. Anthony S. Flores, Instructor

Hubert Bancroft Elementary School
Room 19

2 Sessions	8:30 a.m. - 4:30 p.m.	1/2 Salary Credit Unit Per Session

SESSION #1: February 2
SESSION #2: March 16

The purpose of this workshop is to introduce a wide variety of art and craft ideas for the teacher to use during the Spring semester. The course will give the teacher an opportunity to make samples of art projects concentrated around Spring, St. Patrick's Day, Easter, May Day, and Mother's Day.

PRE-REGISTRATION REQUIRED. Initial Registration Fee $2.00
Materials Fee $3.00 per 1/2 Unit

WORKSHOP IN PLAY AND MOTOR PATTERNING SKILLS, K-3, 776-212

Mrs. Barbara J. Cooper, Instructor

O. W. Erlewine Elementary School
Kindergarten Room

2 Sessions   8:00 a.m. - 12:00 noon   1/2 Salary Credit Unit

SESSION #1: March 23
SESSION #2: March 30

A workshop for kindergarten/primary teachers emphasizing the physical development of young children through play and motor patterning skills.

Areas to be covered:

- Balancing Equipment (Stegel equipment included)
- Hoola Hoops and Tires
- Ropes
- Bean Bags
- Balls (all kinds)
- Rhythmic Activities (body movement included)

Participants will develop a card file for gross motor activities to be used with children K through 3. Materials used in the workshop may be brought from home or from the individual school.

PRE-REGISTRATION REQUIRED. Registration Fee $2.00

WORKSHOP ON TEACHING THE GIFTED CHILD, 708-129

Mrs. Sharon R. McShane and Mrs. Lyna A. Myers
Instructors

William Land Elementary School
Library

3 Sessions   1/2 Salary Credit Unit Per Session

Friday evenings 6:00 - 10:00 p.m./Saturday mornings 8:00 - 12:00 noon

SESSION #1: February 8/February 9
SESSION #2: March 8/March 9
SESSION #3: April 26/April 27

A series of three (3) Friday evening/Saturday morning workshop sessions designed to help teachers recognize and understand better the gifted child. Suggestions for program and curriculum enrichment within the regular classroom will be emphasized. Each workshop session will provide participants with the opportunity to develop materials in a specific area to use with the gifted children in her class:

Session #1: IQ, We-Cue, Innovative Learning Practices
Session #2: Enrichment Materials Development
Session #3: Simulation Gaming

Enrollment

- Each specific Friday evening/Saturday morning constitutes one (1) workshop session
- No selected combinations accepted
- 1/4 salary credit unit will not be accepted

PRE-REGISTRATION REQUIRED. Initial Registration Fee $2.00
Materials Fee $3.00 per 1/2 Unit

Any questions concerning this memorandum should be directed to Mrs. Selma Miller, personnel specialist, training, 454-8538, Staff Training Services Department.

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:
EDWARD B. FORT
Superintendent
RNH:FJS:SM:mes

ATTACHED REGISTRATION FORM TO BE RETURNED TO THE STAFF TRAINING
SERVICES DEPARTMENT WITH PINK COPY OF PSTR-21R4 AND FEES BY:
FRIDAY, JANUARY 11, 1974
OUT-OF-DISTRICT REGISTRANTS MUST INCLUDE ADDRESS

Checks should be made payable to: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

REFUND DEADLINE: FRIDAY, FEBRUARY 1, 1974

PLEASE NOTE CHANGE IN REGISTRATION POLICY

All registrations will be accepted unless otherwise notified. Receipt(s) for registration(s)/materials fee(s) will be issued by each workshop instructor at first class session(s).

APPLICATION FOR 1974 SPRING SATURDAY IN-SERVICE EDUCATION WORKSHOP(S)

REGISTRATION FEE $2.00

I WISH TO ENROLL IN THE FOLLOWING WORKSHOP SESSIONS:

(Check sessions desired totaling one-half (1/2) unit(s) or more.) One-quarter (1/4) units will not be credited.

MATERIALS FEE AS INDICATED

WORKSHOPS	SESSION #1	SESSION #2	SESSION #3	SESSION #4
DEVELOPING "MINI" UNITS FOR LEARNING CENTERS, K-3, 776-189 *Phoebe Hearst Elementary School* *Multipurpose Room* *Materials Fee $3.00 per 1/2 Unit*	*1/2 Unit* _____ *February 22/23* *6:00 - 10:00 pm/* *8:00 - 12:00 noon*	*1/2 Unit* _____ *April 5/6* *6:00 - 10:00 pm/* *8:00 - 12:00 noon*	*1/2 Unit* _____ *April 19/20* *6:00 - 10:00 pm/* *8:00 - 12:00 noon*	
EXPERIMENTING, INVESTIGATING, AND PROBLEM SOLVING IN SCIENCE, K-6, 776-196 *Caroline Wenzel Elementary School* *Multipurpose Room* *Materials Fee $5.00*	*1 Unit per 2 Sessions* *March 2* *8:30 am - 4:30 pm*	_____ *May 4* *8:30 am - 4:30 pm*		
FILM TASTING, K-6, 776-147 *8th & V Annex* *Room 303*	*1/4 Unit* _____ *February 9* *8:00 - 12:00 noon*	*1/4 Unit* _____ *March 9* *8:00 - 12:00 noon*	*1/4 Unit* _____ *April 27* *8:00 - 12:00 noon*	*1/4 Unit* _____ *May 11* *8:00 - 12:00 noon*
LEARNING CENTERS, 3-6, 708-123 *Phoebe Hearst Elementary School* *Multipurpose Room* *Materials Fee $3.00 per 1/2 Unit*	*1/4 Unit* _____ *March 23* *8:00 - 12:00 noon*	*1/4 Unit* _____ *March 30* *8:00 - 12:00 noon*	*1/4 Unit* _____ *May 18* *8:00 - 12:00 noon*	*1/4 Unit* _____ *June 1* *8:00 - 12:00 noon*
PROGRAMMING PHYSICAL EDUCATION WITH GAMES/ ACTIVITIES/FOLK DANCING, 3-6, 776-198 *H. W. Harkness Elementary School* *Multipurpose Room*	*1/2 Unit per 2 Sessions* *February 23* *1:00 - 5:00 pm*	_____ *April 20* *1:00 - 5:00 pm*		
PUPPETRY AND CREATIVE EXPRESSION, K-3, 776-211 *John Bidwell Elementary School* *Multipurpose Room* *Materials Fee $3.00 per 1/2 Unit*	*1/4 Unit* _____ *February 9* *1:00 - 5:00 pm*	*1/4 Unit* _____ *March 9* *1:00 - 5:00 pm*	*1/4 Unit* _____ *April 27* *1:00 - 5:00 pm*	*1/4 Unit* _____ *May 11* *1:00 - 5:00 pm*
READING GAMES AND REINFORCEMENT ACTIVITIES, 1-6, 708-97 *8th & V Annex* *Room 4* *Materials Fee $3.00 per 1/2 Unit*	*1/4 Unit* _____ *March 23* *1:00 - 5:00 pm*	*1/4 Unit* _____ *March 30* *1:00 - 5:00 pm*	*1/4 Unit* _____ *May 18* *1:00 - 5:00 pm*	*1/4 Unit* _____ *June 1* *1:00 - 5:00 pm*
SPRING ART AND CRAFT, 1-6, 708-121 *Hubert Bancroft Elementary School* *Room 19* *Materials Fee $3.00 per 1/2 Unit*	*1/2 Unit* _____ *February 2* *8:30 am - 4:30 pm*	*1/2 Unit* _____ *March 16* *8:30 am - 4:30 pm*		
WORKSHOP IN PLAY AND MOTOR PATTERNING SKILLS, K-3, 776-212 *O. W. Erlewine Elementary School* *Kindergarten Room*	*1/2 Unit per 2 Sessions* *March 23* *8:00 - 12:00 noon*	_____ *March 30* *8:00 - 12:00 noon*		
WORKSHOP ON TEACHING THE GIFTED CHILD, 708-129 *William Land Elementary School* *Library* *Materials Fee $3.00 per 1/2 Unit*	*1/2 Unit* _____ *February 8/9* *6:00 - 10:00 pm/* *8:00 - 12:00 noon*	*1/2 Unit* _____ *March 8/9* *6:00 - 10:00 pm/* *8:00 - 12:00 noon*	*1/2 Unit* _____ *April 26/27* *6:00 - 10:00 pm/* *8:00 - 12:00 noon*	

TOTAL UNITS _____

MISS
MRS. _____________________________________ _____________________
MR. *Last Name* *First* *Middle Initial* *School*

GRADE PLACEMENT LEVEL K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

RETURN THIS REGISTRATION FORM AND YOUR CHECK TO STAFF TRAINING SERVICES DEPARTMENT, BOX #45, BY FRIDAY, JANUARY 11, 1974.

Checks should be made payable to: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

ALL REGISTRATIONS
WILL BE ACCEPTED
UNLESS OTHERWISE
NOTIFIED.

Please check

_____ I desire credit for the above workshop(s) (Form PSTR-21R4 is attached).

_____ I DO NOT desire credit for the above workshop(s).

REFUND DEADLINE:
FRIDAY
FEBRUARY 1, 1974

____
Out-of-District Address

APPENDIX 12

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
H. W. Harkness Elementary School
2147 54TH AVENUE
SACRAMENTO, CALIFORNIA 95822

January 22, 1974

Mrs. Nona Sall
O. W. Erlewine Elementary School
Sacramento, California

Dear Nona,

We are considering the purchase of a Lind climber for use in our Early Childhood Education classes next year.

In order to begin preparation I would like to send some of my staff to your school during one of the mornings when your Stegel is being used by some of your students.

I would appreciate any help which you and your staff could give in the form of advice and/or materials which you may have developed to use this type of equipment.

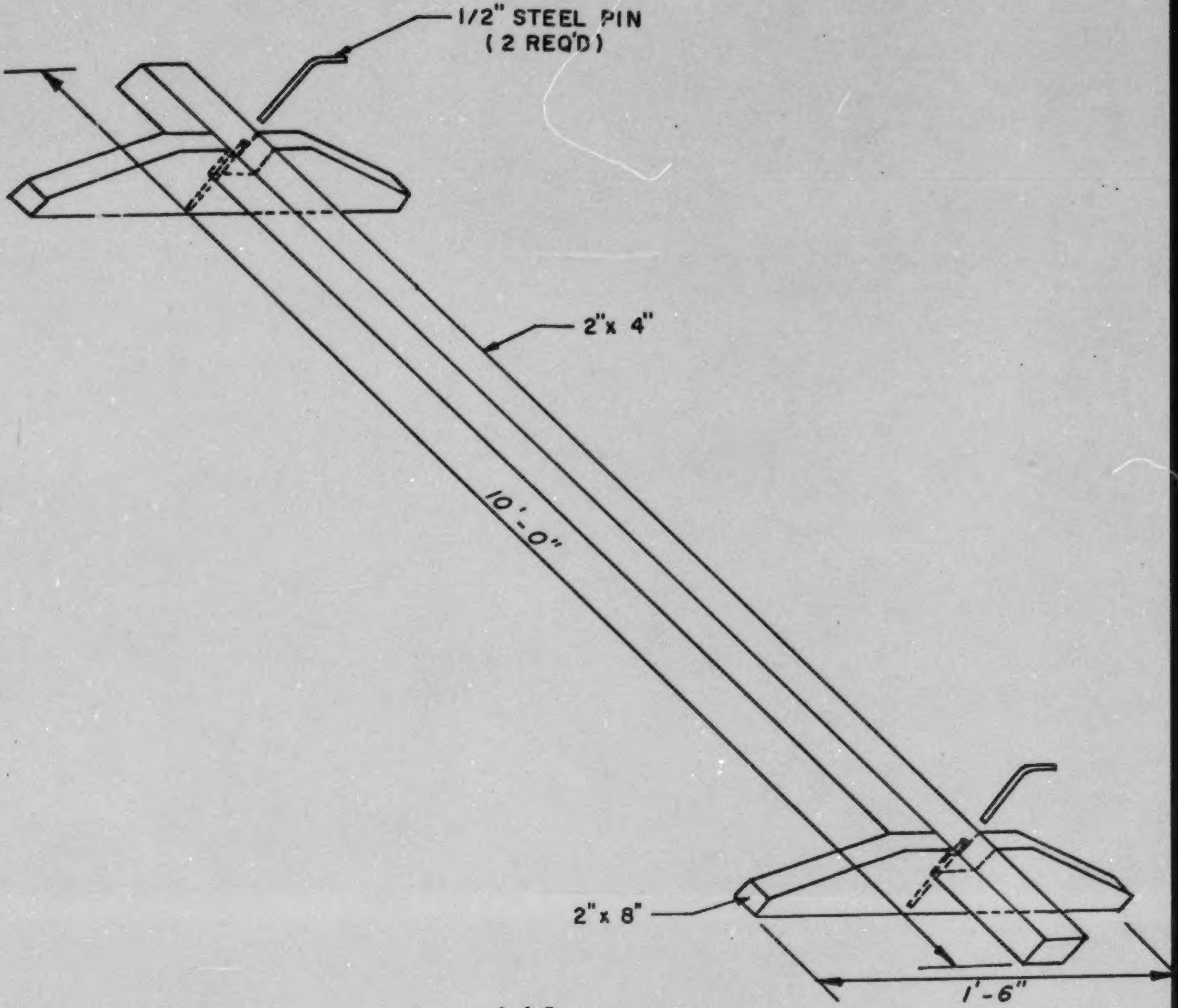
Sincerely,

Clyde E. Kidd

Clyde E. Kidd,
Principal

CEK:s

BALANCE BEAM


1/2" STEEL PIN
(2 REQ'D)
2"x 4"
10'-0"
2"x 8"
1'-6"

APPENDIX 14

GROSS MOTOR SKILLS DEVELOPMENT

June 14. 1974

1. Do you think that you could assist in the pre- and post-testing of children using the inventories? ________ ________

2. Do you think you could be responsible for a gross motor skills station with five to ten children? ________ ________

3. Do you feel that you can effectively use the task cards for individual and small group interaction? ________ ________

---

1. What further training would help you?

____

____

2. What would you suggest that would make the task cards easier to work with?

____

____

Name ____________________ School ____________________

Date ____________________ Check one: Volunteer ____

Aide ____

Teacher ____

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Ethel J. Baker Elementary School
5717 LAURINE WAY
SACRAMENTO, CALIFORNIA 95824

August 12, 1974

MEMORANDUM

To: Nona Sall
Staff Training

From: Harry J. Roberts HJR
Principal

Subject: In-Service Workshop

Would you please arrange for a demonstration in Gross Motor Skills for the staff at Ethel J. Baker. The workshop will take place during the week of August 26th through August 30th. The choice of days will be at the discretion and convenience of your staff member. Please contact my office when you have completed the operation.

HJR:dh

APPENDIX 16

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Woodbine Elementary School
2500 52ND AVENUE
SACRAMENTO, CALIFORNIA 95817

October 25, 1974

Mrs. Nona G. Sall
O. W. Erlewine
Sacramento City Unified School District
Sacramento, California

Dear Nona,

I would like to thank you for the inservice training you provided the Woodbine and Maple elementary school staffs this month. You need to be highly commended for the development of such an outstanding gross motor skills program. The need for such a program is long overdue.

I had the staff evaluate the inservice sessions and 100% of the teachers rated your demonstrations and inservice as "significantly" aiding them in implementing a gross motor skills program at our schools.

You, as principal, along with the staff and parents, should be very proud of having brought about this innovation to our school district.

Sincerely yours,

Ronald G. Uzelac

Ronald G. Uzelac, Principal
Woodbine and Maple Elementary Schools

RGU:jl

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
OFFICE OF THE PRINCIPAL
Mark Hopkins School
2221 MATSON DRIVE
SACRAMENTO 22, CALIFORNIA

October 31, 1974

Mrs. Nona Sall
Principal
O. W. Erlewine

Dear Nona:

In behalf of the teachers and parents at Mark Hopkins Elementary School, I would like to thank you for providing the excellent workshop for our parents and staff on Gross Motor Skills Development.

Our own school equipment has been ordered and we are looking forward to kicking off our Gross Motor Program in high gear. I'm sure our pupils will benefit from the training.

I will be getting in touch with you for a follow-up training session for our staff once our own equipment arrives.

Sincerely,

Mr. Harris Perry
Principal

HP:bp

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
OFFICE OF THE PRINCIPAL
Mark Hopkins School
2221 MATSON DRIVE
SACRAMENTO 22, CALIFORNIA

December 3, 1974

Mrs. Nona Sall
Principal
O. W. Erlewine

Dear Nona:

I would like to thank you for providing us with the follow-up training session for our teachers and parents on Gross Motor Skills Development.

As you know, we now have our own gross motor equipment and our program is in operation.

Sincerely,

Mr. Harris Perry
Principal

HP:bp

PUPIL INVENTORY (PRESCHOOL AND KINDERGARTEN)

NAME ______________________ PLACEMENT ______________________

	0	2	2	2	2	TOTAL
BODY AWARENESS: (The ability to locate parts of one's body.)	No Performance	Identify hands, feet, shoulders.	Identify neck, back, arms, and legs.	Identify eyes, mouth, nose, ears, and elbows.	Identify eyebrows, wrists, forehead, and ankles.	
SCORE:						
ROLLING: (The ability to roll one's body in a controlled manner.)	No Performance	Roll from back to stomach, with arms at sides, body erect, and legs straight.	Roll from stomach to back, with arms at sides, body erect, & legs straight.	Arms raised overhead, legs straight, roll once in one direction. Then roll in opposite direction.	Arms raised overhead, legs straight, roll to right & then to left several times each direct	
SCORE:						
HOPPING: (The ability to balance in a coordinated manner.)	No Performance	Balance on one foot for 3 seconds.	Balance on opposite foot for 3 seconds.	Hop forward on two feet (like a rabbit) 3-5 times.	Hop forward on 1 foot. (3-5 steps).	
SCORE:						

	0	2	2	2	2	TOTAL
CREEPING: (The ability to creep in a coordinated manner.)	No Performance	Creep with elbows under chest, moving elbows and hips.	Creep with elbows under chest, moving elbows and hips backwards.	Creep on floor moving opposite arm and leg together.	Creep in a circle with an object on back.	
SCORE:						
CRAWLING: (The ability to crawl in a coordinated manner.)	No Performance	Crawl on floor moving arm and leg on the same side. (homolateral)	Crawl on floor moving opposite arm and leg together. (cross-lateral)	Crawl ten feet while carrying a spoon with a bead on it between teeth.	Crawl up an incline. Use Stegel slide or small 2' incline.	
SCORE:						

PUPIL INVENTORY (PRIMARY)

NAME ______________________ PLACEMENT ______________________

	0	2	2	2	2	TOTAL
HOPPING: (The ability to hop in a coordinated manner.)	No Performance	Hop in place or forward on one foot any number of times. (note foot)	Hop in place or forward on two feet any number of times.	Hop through obstacle course on 1 foot. (note foot) Use 3 or 4 hoops or small bike tire in elem. pattern.	Hop forward and back through hopscotch pattern.	
SCORE:						
SKIPPING: (The ability to skip in a coordinated manner.)	No Performance	Skip on alternating feet. (to a target)	Skip forward making a small circle.	Skip rope, 3 out of 5 times, alternating feet to the rhythm of a drum in place or in a forward direction.	Skip backward.	
SCORE:						
JUMPING: (The ability to jump simple obstacles without falling.)	No Performance	Jump forward with feet together. (1 step)	Jump backward with feet together (1 step)	Jump rope,- alone 3 out of 5 times both feet together in place.	Jump from a 12" step, landing on both feet, knees bent, arms forward for balance.	
SCORE:						

	0	2	2	2	2	TOTAL
THROWING: (The ability to throw a ball with reasonable degree of accuracy)	No Performance	Throw a 12" ball in any direction, 5 - 10 feet.	Throw a 12" ball underhand directly to a teacher, 5-10 feet away.	Throw a 6 or 8" ball underhand 3 out of 5 times into a classroom wastebasket a distance of 5 feet away.	Throw underhand on the ground a 12" ball to a target 20 feet away, 3 out of 5 times.	
SCORE:						
CATCHING: (The ability to catch a ball with a reasonable degree of accuracy)	No Performance	Catch a rolling 12" ball from 10 - 20 feet away.	Catch with two hands a 12" ball thrown from 6 - 10 feet away.	Catch a 12" ball thrown from 6 - 10 feet away with arms entended. (Don't clutch to body).	Catch a 12" fly ball, 20' away. (Thrown in an arc)	
SCORE:						
KICKING: (The ability to kick a ball with a reasonable degree of accuracy)	No Performance	Kick a 12" ball forward from a standing position.	Kick a 12" ball forward from a running position. (2 or 3 steps running).	Kick a 12" ball forward to a designated target with accuracy from a standing position. 10-20 ft Target -2 ft. wd.	Kick a 12" ball from a running position toward a designated target with accuracy, 10-20 ft. (2 foot target)	
SCORE:						

GROSS MOTOR SKILLS

Pupil Profile

NAME ______________________________

DATE ______________________________

TEACHER ______________________________

PLACEMENT ______________________________

	Body Awareness	Rolling	Balance Hopping	Creeping	Crawling	Hopping	Skipping	Jumping	Throwing	Catching	Kicking	TOTAL
8												
7												
6												
5												
4												
3												
2												
1												
0												

Maximum Possible Score

Passing Score

GROSS MOTOR SKILLS

Pupil Profile

NAME ____________________

DATE ____________________

TEACHER ____________________

PLACEMENT Second - 2nd

	Body Awareness	Rolling	Balance Hopping	Creeping	Crawling	Hopping	Skipping	Jumping	Throwing	Catching	Kicking	TOTAL
8												
7												
6												
5												
4												
3												
2												
1												
0												

▬ Maximum Possible Score

- - - - Passing Score

GROSS MOTOR SKILLS

Pupil Profile

NAME ______________________

DATE ______________________

TEACHER ______________________

PLACEMENT Third - 3rd

	Body Awareness	Rolling	Balance Hopping	Creeping	Crawling	Hopping	Skipping	Jumping	Throwing	Catching	Kicking	TOTAL
8												
7												
6												
5												
4												
3												
2												
1												
0												

▬▬▬▬ Maximum Possible Score

- - - - - - - - - - Passing Score

GROSS MOTOR SKILLS

Class Record Sheet

School: ______________________

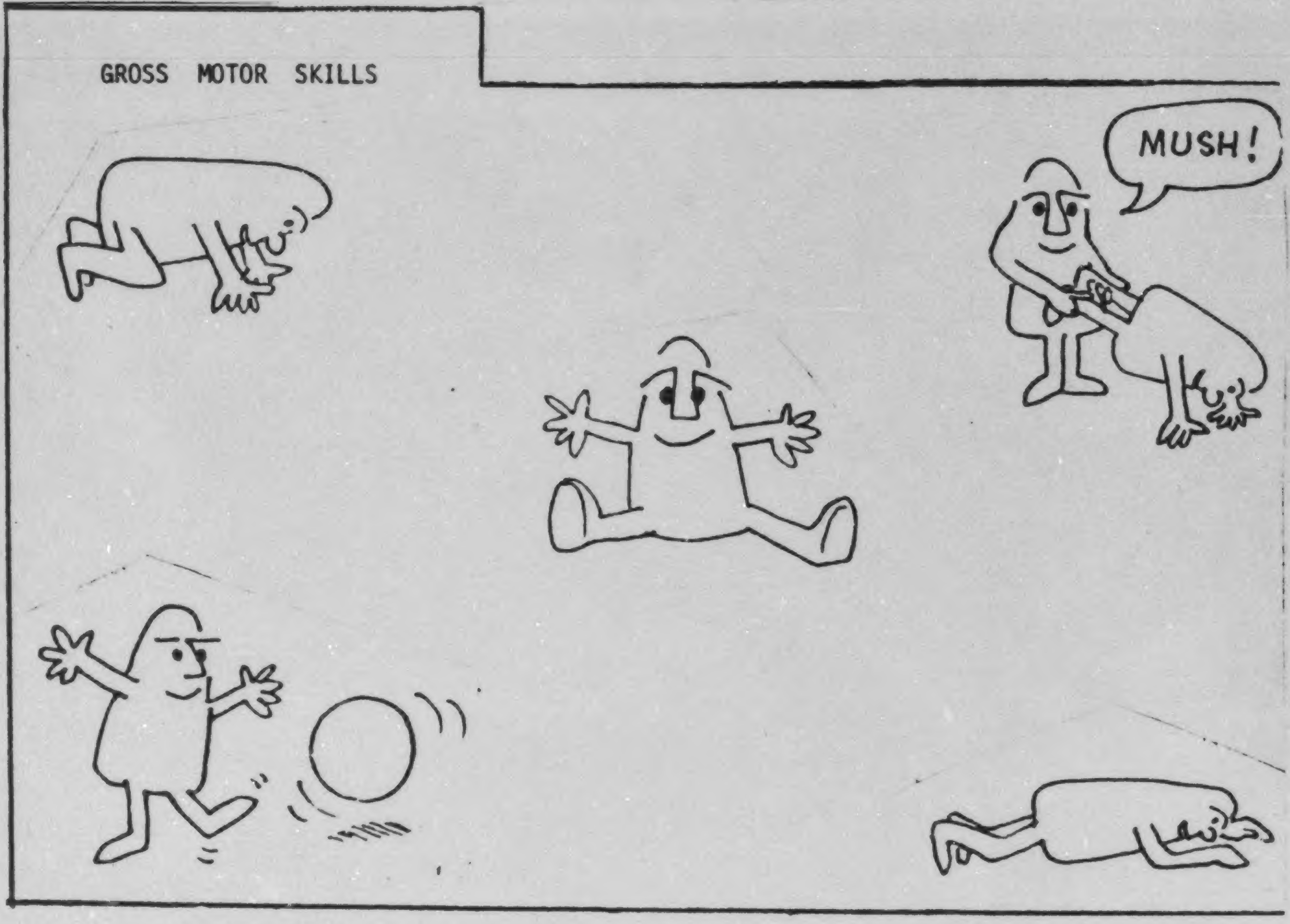
Teacher: ______________________

Year: ______________________

Placement: ______________________

Excellent Performance	8
Good Performance	6
Fair Performance	4
Little Performance	2
No Performance	0

	Preschool and Kindergarten					Primary						
Names:	Body Awareness	Rolling	Sitting	Creeping	Crawling	Hopping	Skipping	Jumping	Throwing	Catching	Kicking	Total


GROSS MOTOR SKILLS
MUSH!

BODY AWARENESS

Body Awareness - The child will exhibit the ability to identify all parts of the body. Level A

Learning Tasks	Method	Equipment	Evaluation
Identify all parts of the body. Identify body parts and use: arms, shoulders, hands, etc.	Play a simple "Hokey Pokey" or "Loopty Loo" record. "Follow the Leader Game" Find your shoulders and shake them. Touch your elbows. Touch your arms; move them around. Shake hands; raise them high. Vary by simplified "Simon Says", Where is Thumbkin?"	Record Player	Teacher Observation

Body Awareness - The child will exhibit the ability to identify all parts of the body. Level B

Learning Tasks	Method	Equipment	Evaluation
Identify parts of the head and integrate rhythm.	Children seated or standing. Bob head to the beat of the drum. Move eyes to the beat of the drum. Click tongue to the beat of the drum. Do the same exercise while children are on back or on a mat.	Drum Flat Surface	Teacher Observation Teacher Observation

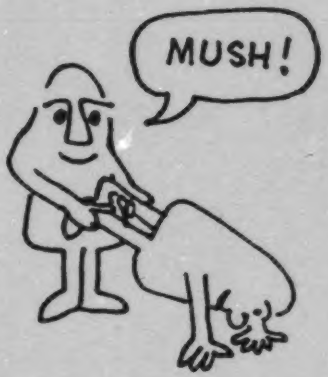
Body Awareness - The child will exhibit the ability to identify all parts of the body. Level D

Learning Tasks	Method	Equipment	Evaluation
Identify the head (cheeks, nose, ears, eyes, and chin).	Look in mirror and follow the teacher's commands - "Touch your eyes, tap your cheeks, etc. Close eyes, wiggle nose, rub chin, tap head."	Mirror	Teacher Observatio
Identify the body parts and use - heel, instep, index finger, ankle, and ring finger.	Children in rows by desks. Perform tasks as given by the teacher. 1. Touch your left heel with the right index finger. 2. Touch your right instep with your ring finger. 3. Standing, bend from the waist with both hands - grasp the ankles, then touch insteps, heels with index fingers, s stand . . . establish rhythm 1,2,3, & then do same with ring finger.		

Body Awareness - The child will exhibit the ability to identify all parts of the body. Level E

Learning Tasks	Method	Equipment	Evaluation
Integration of body parts.	Relay Races - Divide the group into teams. 1. Leap one direction, inch-worm back. 2. Run one direction hop back. 3. Skip one direction, jump back.	Flat Surface	Teacher Observatio

ROLL



Roll - Head Roll - The child will explore movement of the head to gain better control of the body. Level A

Learning Tasks	Method	Equipment	Evaluation
Explore movement of the head to gain better control of the body.	Lie on back with eyes fixating on ceiling. Arms are at students sides and feet are together. Roll head to face teacher touching ear to the floor. Roll head to other ear facing away from the teacher. Move rhythmically. 1-2-3-4, 1-2-3-4	Mat	Teacher Observation

Learning Tasks	Method	Equipment	Evaluation

Roll - Log Roll - The child will explore and develop parts of the body to gain greater skill in movement. (Head, arms, torso, legs)

Level A

Learning Tasks	Method	Equipment	Evaluation
Explore and develop parts of the body to gain greater skill in movement.	Lie flat on back, eyes fixating on the ceiling and arms at side, feet together. Rotate the eyes, head, and shoulders to turn to body then to stomach. Continue in same motion with eyes, head and shoulders to turn to back. Continue to the end of the mat. Complete the same task on the reverse side. Roll to clapping or drum rhythm.	Mat	Teacher Observation

Roll - The child displays the ability to roll in a controlled manner.

Level A-B

Learning Tasks	Method	Equipment	Evaluation
Roll in a controlled manner.	From a lying position, arms at side, roll three consecutive times to either side. Wheelbarrow walk on hand with partners lifting both legs by ankles. Walk forward on hands while partner holds legs and walks ten feet.	Mat, rug, grass Valett Handbook 1	Teacher Observation

Roll - The child displays the ability to roll in a controlled manner. Level A-B

Learning Tasks	Method	Equipment	Evaluation
Roll in a controlled manner.	From a lying position, arms at side, roll from back to stomach to one side three times. From a lying position, arms at side, roll from back to stomach to other side three times. From a lying position arms at side, roll from stomach to back, to the stomach to the back to the right three times. From a lying position, arms at side, roll from stomach to back to left three times.	Mat, rug, grass Valett Handbook 1	Teacher Observation

Roll - The child displays the ability to roll in a controlled manner. Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
Roll in a controlled manner.	Wheelbarrow walk on hands with partner lifting both legs by the ankles. Walk backward on hands while partner holds legs and walks for ten feet.	None	Teacher Observation
	With one arm overhead and the other arms by side, roll to the right three times, then to the left two times.	Valett Handbook 1	
	Roll down an incline.	Table Board	
	With both arms overhead roll to the right three times.	Valett Handbook 1	
	With both arms overhead roll to the left three times.		

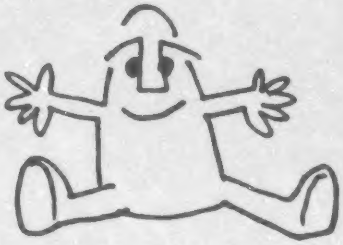
Roll - The child will display the ability to roll in a controlled manner. Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
Roll in a controlled manner.	With both arms overhead, roll to the left, then to the right three times.	Mat, rug, grass	Teacher Observation
	Clasp hands over head and roll three times to the right.	Mat, rug, grass, Valett Handbook I	
	Clasp hands over head and roll to the left three times.		
	Clasp hands over head and roll three times to the right; then three times to the left.		

Roll - Egg Roll - The child will maintain a sense of direction on a mat; body control, develop strength to keep body moving in a continous position. Level B

Learning Tasks	Method	Equipment	Evaluation
Maintain direction on a mat; body control, develop strength to keep body moving in a continous position.	Kneel crosswise on mat, legs slightly apart, back rounded.	Mat	Teacher Observation
	Fold arms and rest elbows on mat in front of knees.		
	Push to the side with arms and knees to start roll.		
	Roll to the side, on to back, to other side, or to original position.		

SITTING



Sitting - The child will display the ability to sit using the proper posture.

Level A

Learning Tasks	Method	Equipment	Evaluation
Sit using proper posture.	Demonstration by teacher and then teacher and child repeat Sit with legs stretched outward. Sit with legs apart. Sit with knees bent.	Flat Surface	Teacher Observation
	Sit erect in a chair with feet flat on floor, hands folded for ten seconds. Sit on floor Indian-style, legs crossed, arms folded, ten seconds.	Desk, Table, Stop Watch	

Learning Tasks	Method	Equipment	Evaluation

Sitting - The child will display the ability to sit using the proper posture. Level B

Learning Tasks	Method	Equipment	Evaluation
Sit using proper posture.	Sit with crossed-arms. Sway in circle to the left and then to the right - without using directions.	Chairs placed in a circle	Teacher Observation
	Begin with Musical Chairs.	Chairs placed in a circle. Records, Record Player	

Sitting - The child will display the ability to sit using the proper posture. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Sit using the proper posture.	Sit erect in a chair with feet flat, balancing a bean bag on head, eyes focused on an object in the room.	Chair, Bean Bag, Target, Valett Handbook 2	Teacher Observation
	Musical Chairs	Chairs in a circle. Record Player	
	Sit Indian-Style book balance: A child sits Indian-Style with book balanced on head, five seconds.	Valett Handbook 2 Stopwatch Book	
	Place book on the head and walk to a specific place, sit on floor Indian-Style.	Book Record Player	

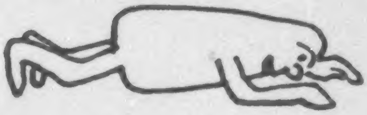
Sitting - The child will display the ability to sit using the proper posture. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Sit using proper posture.	Sit in proper position for simple copy work or picture drawing.	Chair, Desk, Paper, Pencil or Crayon	Teacher Observation
	Sit at desk and balance a book on top of head for five seconds	Valett Handbook 2 Chair, Book, Stop Watch	
	Sit on a saw horse and balance a book on head for ten seconds.	Same as above with saw horse	
	Foot sit and balance. Hold position for ten seconds.	Mat, Stop Watch	
#43B			

Sitting - The child will display the ability to sit using the proper posture. Level D-E

Learning Tasks	Method	Equipment	Evaluation
Sit with proper balance and posture while manipulating bean bags.	Partners face each other, sitting Indian style, about four feet apart.	Flat Surface Bean Bags	Teacher Observation
	Children each have a bean bag.		
	Throw bean bags to one another underhand simultaneously on the count of four.		
	Change distance between partners.		
	Change weight of bags.		
	Alternate left and right hand throwing.		

CREEPING



Creeping - The child will display the ability to move his body on hands and knees in a coordinated manner. Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
Creep in a coordinated manner.	Lie on the floor, placing the hands under the chest. Move elbows and hips, creep forward with stomach touching the floor for ten feet.	Mat, Rug, Grass	Teacher Observation
	Lie on the floor, placing the hands under the chest. Move elbows and hips, creep backward with stomach touching the floor for ten feet.		
	Lie on the floor, placing the hands under the chest; creep forward and backward ten feet to music.	Record Player, Record	
	Lie on floor, and crawl in a homolateral pattern (arm and leg on same side together) toward a target. (repeat in backward manner.)	Target Object	

Creeping - The child will display the ability to move his body on hands and knees in a coordinated manner. Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
Creep in a coordinated manner.	Creep on the floor, moving opposite arms and legs together. (cross-laterally).	Mat, Rug, Grass, Valett Handbook 3	Teacher Observation
	Creep backward moving opposite arms and legs (cross-laterally)		
	Creep on two parallel boards.	2 - 12" boards	
	Creep backward on two parallel boards.		

Creeping - The child will display the ability to creep unilaterally in a circle, balancing an object on his back.

Level A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Creep unilaterally in a circle, balancing an object on lower back.	Place tires and/or hoops at random throughout the room. Child places a bean bag on his back and creeps around tires or hoops. Using tape markers on floor to make different shapes to creep around. (Triangle, diamond, rectangle, etc.)	Bean Bags, Hula Hoops, Tires, Valett Handbook 3	Teacher Observation

Creeping - The child will display the ability to move his body on hands and knees in a coordinated manner.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Creep in a coordinated manner.	Creep forward on two inclined parallel boards.	2 - 12" Boards	Teacher Observation
	Creep up and down parallel boards placed on incline in tandem.		
	Creep along a twelve inch board suspended by two chairs.	12" Board 2 Chairs	
	Creep forward pushing an object before him with nose.	Potato	
	Creep forward, balancing a jackball on a table spoon held between teeth.	Jackball Spoon	

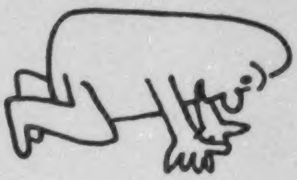
Creeping - The child will display the ability to creep in a cross-patterning position moving around objects. Level D-E

Learning Tasks	Method	Equipment	Evaluation
Creep in a cross-patterning position in and around objects.	Place obstacles at random throughout the room. Children creep around, through, between, etc., without touching any obstacles or any other child.	Tires, Cones, Saw horses, Hoops, Boxes, Chairs, Tables	Teacher Observation
	Utilize two senses, by doing the above except children move only when music plays; stop when music stops.	Record Player	

Creeping - The child will display the ability to creep in a relay racing situation. Level E

Learning Tasks	Method	Equipment	Evaluation
Creep in a coordinated manner.	Children are divided into two teams. At teachers signal, first child in each team creeps to a marker and back again. Continue until each team member has had one turn.	Flat Surface	Teacher Observation

CRAWLING



Crawling - The child will display the ability to crawl in a unilateral pattern. Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
Crawl in a unilateral pattern.	Assume crawl position (on stomach). Use right arm, right leg and left arm, left leg and proceed across the room.	Mat	Teacher Observation

Crawling - The child will integrate both sides of the body in reaching for objects. Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
Crawl using both sides of the body in reaching for objects.	Lie on the stomach and reach for teacher-placed objects alternating the right and left hands.	Mat	Teacher Observation

Crawling - The child will display the ability to crawl in a coordinated way on his stomach.

Level A-B-C

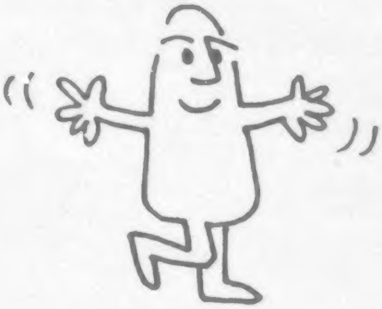
Learning Tasks	Method	Equipment	Evaluation
Crawl in a homolateral pattern moving arm and leg on each side together.	Lie on the floor on stomach. Crawl in a homolateral pattern moving arm and leg on each side together. Crawl forward to reach a target or marker. Do the same as above but in a backward position.	Flat Surface	Teacher Observation

Crawling - The child will display the ability to change direction in crawling upon command.

Level D-E

Learning Tasks	Method	Equipment	Evaluation
Crawl and change direction according to teacher command.	Place markers on the floor in a pattern. Call out directions, "go to the right around the circle, go to the left side of the square, crawl out the shape of a rectangle."	Flat Surface	Teacher Observation

HOPPING



Hopping - The child will display the ability to hop for twenty feet without falling. Level A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Hop for twenty feet without falling.	Hop once on the right foot, then twice on the left foot. Hop twice on the right foot, then once on the left foot. Hop twice on the right foot and twice on the left foot. Hop five times on the left foot and five times on the right foot.	Flat Surface	Teacher Observation
	Hop forward in a pattern.	Flat Surface, Hopscotch Pattern	

Hopping - The child will display the ability to hop for twenty feet without falling. Level A-B

Learning Tasks	Method	Equipment	Evaluation
Hop for twenty feet without falling.	Stand on one foot then on alternate foot, three seconds. Hop on preferred foot in place, with assistance. Hop forward on preferred foot.	Level Surface, Record Player, Stop Watch	Teacher Observation

Hopping - The child will display the ability to hop for twenty feet without falling.

Level B-C-D

Learning Tasks	Method	Equipment	Evaluation
Hop for twenty feet without falling.	Hop on one foot forward any number of times. Hop alternating feet. Hop any number of hops. Hop once on one foot, take a step and hop once on the other foot. Hop in rhythm three times. Hop forward ten feet; change feet, and continue to hop for ten feet.	Flat Surface Record Player Appropriate music	Teacher Observation

Hopping - The child will display the ability to hop for twenty feet without falling.

Level C-D

Learning Tasks	Method	Equipment	Evaluation
Hop in place without falling.	Hop in placeon one foot, with each successive hop gradually increasing in height.	Flat Surface	Teacher Observation
	Hop in complex patterns allowing for change of feet and resting.	Flat Surface Hopscotch Pattern	
	Hop over 2 x 4 board on the floor.	2 x 4 board or other materials not over 2" in height.	
Hop on designated foot.	Hop on right foot or left foot on command.	"Simon Says" or other game.	

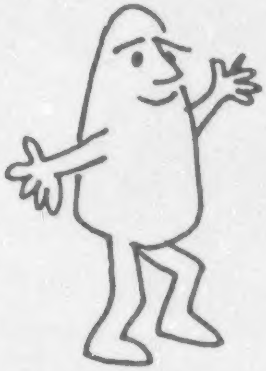
Hopping - The child will display the ability to hop for twenty feet without falling.

Level E

Learning Tasks	Method	Equipment	Evaluation
Hop over balance board.	Cross-over in hopping over a balance board on floor.	Flat Surface Balance Board	Teacher Observation
	Hop over obstacle four inches above the floor.		
Hop in a pattern.	Hop rhythmically in a set pattern.	Record Player Appropriate Music	
Hop in Obstacle Course	Hop through the obstacle course on desired foot.	Old tires, Boxes, Steps, Blocks, etc.	

Learning Tasks	Method	Equipment	Evaluation

SKIPPING



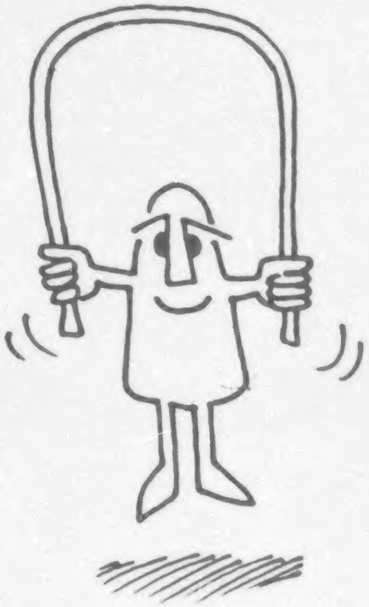
Skipping - The child will display the ability to hop or skip without falling for a distance of twenty feet. Level A-B-C-D-

Learning Tasks	Method	Equipment	Evaluation
Skip for twenty feet without falling.	Skip to a drum beat.	Rhythm Sticks Drum Pattern on the floor or in play area	Teacher Observation
	Skip to music.	Record Player Records Tapes	
	Skip in time to music - many variations in tempo.		
	Skip forward or backward to rhythm.		

Skipping - The child will display the ability to hop or skip for twenty feet without falling. Level D-E

Learning Tasks	Method	Equipment	Evaluation
Skip to rhythm twenty feet without falling.	Skip forward or backward to rhythm.	Record and Record Player Tapes Valett Handbook 8	Teacher Observation
	Skipping rope by turning and skipping forward over rope for twenty feet.	Jumping ropes of appropriate lengths.	

JUMPING



Jumping - The child will display the ability to jump simple obstacles without falling.

Level A-B

Learning Tasks	Method	Equipment	Evaluation
Jump simple obstacles without falling.	Jump forward one step with feet together.	Flat Surface	Teacher Observation
	Jump from a bottom step.	Steps	
	Jump over a 12" box to a given line.	1-12" high box.Line on floor.	
	Jump forward three jumps in succession, feet together, on flat surface		
	Jump forward five jumps in succession, feet together, on flat surface.		
	Jump over a line five times using both feet.	Valett Handbook 7	
	Jump over a line five times using one foot.	Line on floor.	

Learning Tasks	Method	Equipment	Evaluation

Jumping - The child will display the ability to jump simple obstacles without falling. Level A-B

Learning Tasks	Method	Equipment	Evaluation
Jump simple obstacles without falling.	Jump forward ten steps in succession, on a flat surface.	Flat Surface	Teacher Observation
	Jump backward five times in succession, on a flat surface.		
	Attempt broad jump, using both feet.		
	Broad jump forward one foot.		
	Jump over a rope held three inches from the floor.	Mat, Rug, Grass	

Jumping - The child will display the ability to jump simple obstacles without falling. Level A-B

Learning Tasks	Method	Equipment	Evaluation
Jump simple obstacles without falling.	Turn rope and jump, assisted.	Jumping rope	Teacher Observation
	Jump over rope six inches from the floor.		
	Broad jump fifteen inches.		
	Snake jump.	Valett Handbook 7	
	Jump over eight inch object on floor, without knocking it down.	Object eight inches	
	Jump over rope unassisted.	Jumping rope	
	Jump forward and backward on tumbling mats without falling.	Mats	

Jumping - The child will display the ability to jump simple obstacles without falling. Level C-D

Learning Tasks	Method	Equipment	Evaluation
Jump simple obstacles without falling.	Jump rope alone, assisted.	Jumping rope.	Teacher Observation
	Jump sideways, each way, five times.		
	Kangaroo jump easily - Stand feet together - bent elbows out from body, let hands dangle limply; do a deep knee bend and jump forward. Repeat three times.	Valett Handbook 7	
	Rabbit jump easily - Squat low on heels. Place hands down, fingers pointing toward the floor behind. In this position move the hands forward and bring the feet forward between the hands with a little jump. Repeat, simulating the rabbit.		

Jumping - The child will display the ability to jump obstacles without falling. Level C-D

Learning Tasks	Method	Equipment	Evaluation
Jump simple obstacles without falling.	Jump over a rope suspended from the floor ten inches.	Jumping rope	Teacher Observation
	Jump over a rope suspended twelve inches from the floor; feet together.	Jumping rope mat, grass, rug.	
	Jump forward from one foot, landing on both feet.		
	Jump rope, turning rope by self, five times.	Jumping rope	

Jumping - The child will display the ability to jump obstacles without falling.

Level D-E

Learning Tasks	Method	Equipment	Evaluation
Jump simple obstacles without falling.	Broad jump two feet.	Mat, rug, grass.	Teacher Observatio
	Jump from both feet and land on one foot.		
	While jumping rope, bounce a nine inch - twelve inch ball five times.	Jumping rope 9" - 12" ball	

Learning Tasks	Method	Equipment	Evaluation

THROWING AND CATCHING

Throwing - The child will display the ability to roll
Catching and throw a ball in a coordinated manner.

Level A-B

Learning Tasks	Method	Equipment	Evaluation
Roll and throw a ball.	Roll a ball to a partner. Receive a rolling ball from a partner. Catch a ball, arms extended. Throw a ball overhand using both hands and body.	12" or 15" ball	Teacher Observation
	Throw bean bags, attempt to aim overhand.	Cloth bean bags, target	

Learning Tasks	Method	Equipment	Evaluation

Throwing - The child will display the ability to roll
Catching and throw a ball in a coordinated manner.

Level B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Roll and throw a ball.	Throw a ball overhead (arm movement only), using both hands.	Valett Handbook 6 12" or 15" ball.	Teacher Observation
	Bounce a ball two (2) times.	12" or 15" ball.	
	Bounce a ball to a partner. (Make the distance between the children short at first; lengthen it gradually).		
	Catch a large ball, arms flexed.	12" or 15" ball.	

Throwing - The child will display the ability to roll
Catching and throw a ball in a coordinated manner.

Level B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Roll and throw a ball.	Throw a ball overhand with aim at a target.	12" ball Target Valett Handbook 6	Teacher Observation
	Throw a ball underhand with aim at a target.		
	Throw a bean bag overhand with aim at a target.	Bean Bag, target	
	Throw a bean bag underhand with aim at a target.		
	Catch a bean bag, arms flexed. (Make distance between partners short at first and lengthen it gradually.)	Bean Bag	

Throwing - The child will display the ability to roll
Catching and throw a ball in a coordinated manner.

Level B-C-D-E

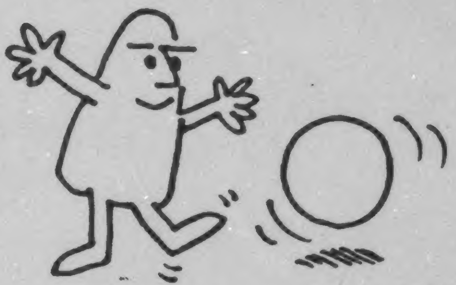
Learning Tasks	Method	Equipment	Evaluation
Roll and throw a ball.	Pass the ball forward overhead in relay.	9" or 12" ball.	Teacher Observation
	Pass the ball backward overhead in relay.		
	Pass objects to left or right, in a circle of players, without dropping them. (Children in circle pass objects of various sizes and shapes.)	Erasers Balls Bean Bags Blocks Toys	
	Throw a bean bag underhand with aim into a receptacle. (Start with near wastebasket, increase distance, use smaller target.)	Bean Bag Target	

Throwing - The child will develop the ability to roll
Catching and throw a ball in a coordinated manner.

Level D-E

Learning Tasks	Method	Equipment	Evaluation
Roll and throw a ball.	Throw bean bags accurately at a target.	Bean bags Target with hole	Teacher Observation
	Catch a ball thrown from fifteen feet away.	8" ball	
	Catch a bean bag thrown from six feet away.	Bean bag	
	Throw a ball at a stationary target using two hands, underhand throw, from stationary position.	12" ball	

KICKING



Kicking - The child will display the ability to kick a ball in a coordinated manner.

Level A-B

Learning Tasks	Method	Equipment	Evaluation
Kick a ball.	Kick a 12" ball from a standing position without aim.	12" ball	Teacher Observation
	Control movement of feet and legs by stepping with aim.	Boxes, Ropes, Blocks	
	Control movement of feet and legs by stepping over objects without touching them.		
	Kicking a rolling 12" ball without aim.	12" ball	

Kicking - The child will display the ability to kick a ball in a coordinated manner.

Level - B-C-D E

Learning Tasks	Method	Equipment	Evaluation
Kick a ball.	Kick a rolling ball with aim.	12" ball	Teacher Observation
	Kick a ball with control.	12" ball	
	While running, kick a ball.		

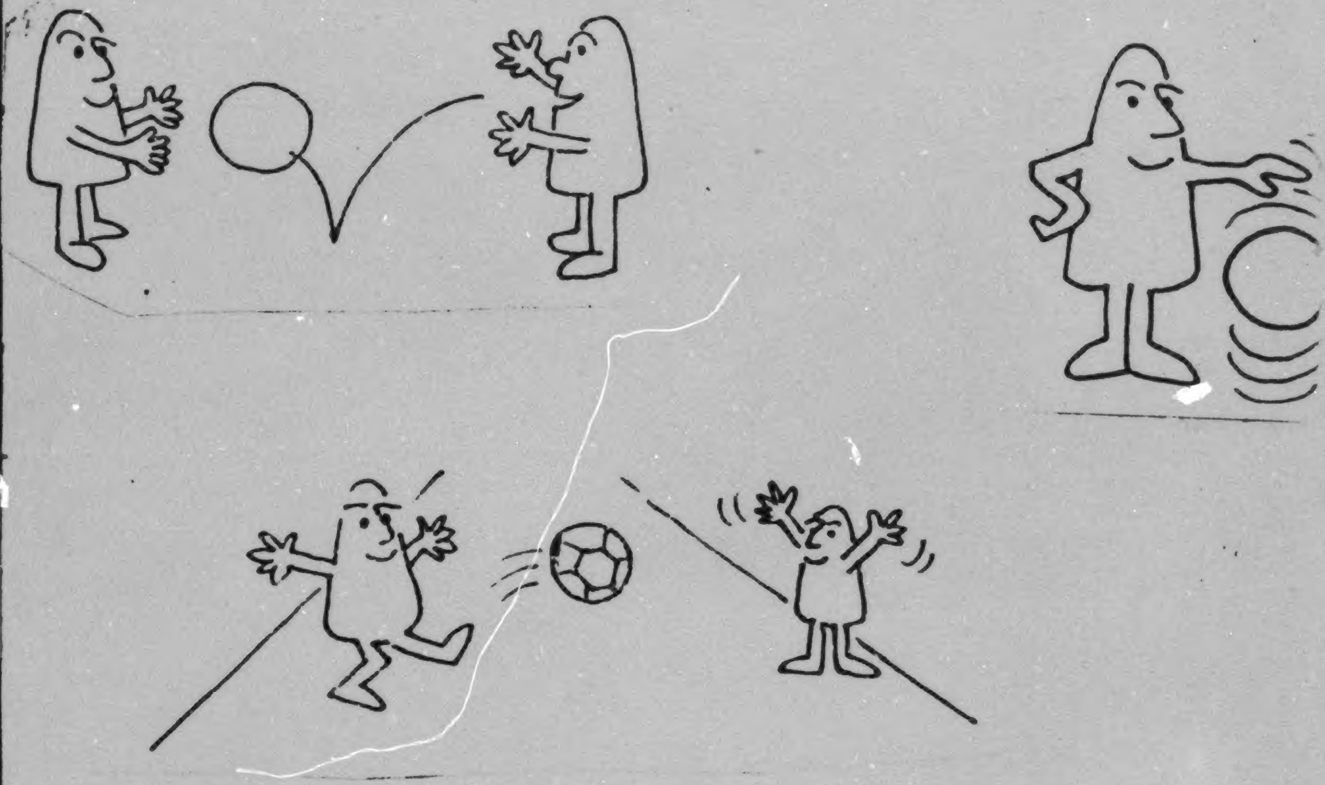
Kicking - The child will display the ability to kick a ball in a coordinated manner.

Level D-E

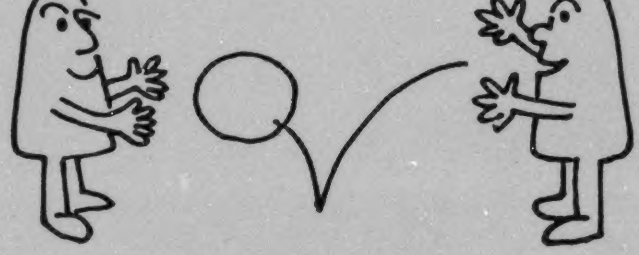
Learning Tasks	Method	Equipment	Evaluation
Catch and roll a ball.	Catch and roll a ball with feet, while sitting on the floor.	12" ball	Teacher Observation

Learning Tasks	Method	Equipment	Evaluation

TEAM GAMES



CATCHING



Catching

Level A-B

Learning Tasks	Method	Equipment	Evaluation
Tunnel Ball	Formation: Single circle with children facing the center. One player stands in the middle of the circle. Number of players; 10-12 Children form a circle with each player in a stride position legs apart. One child is chosen to be it and stands in the center of the circle with the ball. "It" attempts to roll the ball between any two players. Circle players may use their hands to stop the ball; however, they can't move their feet. If the circle player prevents the ball from rolling out of the circle he becomes "it".	Utility Ball	Teacher Observation Teaching Suggestions: For an element of surprise, have all circle players turn around. The ball must be rolled through the legs.

Catching

Level A-B

Learning Tasks	Method	Equipment	Evaluation
Line Roll Ball	Formation: Draw three parallel lines ten feet apart, The first line is the rolling line; the second is the goal line; the third is the starting line. Number of players: 10-15 One child is chosen to be it. He stands behind the rolling line while all other players stand behind the starting line. It rolls the ball towards the children and, at the same time calls the name of one player. The called player must run from the starting line and catch the ball before it rolls over the goal line. If successful the called player changes places with "it". If the ball rolls past the called player, any child may catch the ball & roll it back to "it".	Utility Ball	Teacher Observation

Catching - rolling bouncing, throwing

Level A-B-C-D

Learning Tasks	Method	Equipment	Evaluation
Teacher and Class	Formation: Large semicircle with approximately five feet between each player. Number of player: 6-12 Children stand in s semicircle with about five feet between each player. The teacher stands six to ten feet away and faces the group. The teacher bounces the ball to the player at the head of the line, who catches it and repeats a bounce pass to the leader. Continue pattern to the last player.	Utility Ball	Teacher Observation

Catching

Level B-C-D

Learning Tasks	Method	Equipment	Evaluation
Bouncing, Throwing, and Catching	Formation: Draw a large circle and place each team on opposite sides of the circle and standing close together. 8-12 players on each team. Each team lines up on opposite sides of the circle, with player A on Team I diagonally opposite player A on Team II. Player A on Team I bounces the ball to player A on Team II, then runs around circle and joins the end of Team II. Player A on Team II bounces the ball to player B on Team I and runs to the end of Team I's line. Continue the game until each child has had a turn.	Utility Ball	Teacher Observation

Catching

Level C-D-E

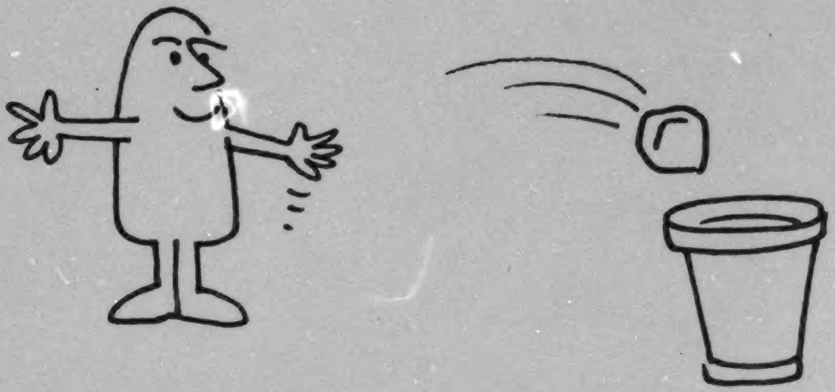
Learning Tasks	Method	Equipment	Evaluation
Touch Ball (1-3)	Formation: Single circle with five or six feet between each player. 8-10 players on each team. The ball is passed from one player to another; however, it can't be passed to the player standing immediately on the right or left of the thrower. The player is the center attempts to touch the ball as it is being passed. If the center player touches the ball, he changes places with the circle player who threw it. Any player who throws a bad pass goes to the center.	Basketball or Utility Ball	Teacher Observation Teacher Suggestions: Keep circle spread out. Emphasize alertness Encourage players to pass quickly. Use various types of passes.

Catching

Level D

Learning Tasks	Method	Equipment	Evaluation
CIrcle Ball	Formation: Single circle with six to eight feet between each player. 10-15 players on each team. The ball is passed to each player in turn around the circle. Once ball is started, introduce a second ball to be passed in the same direction.	Basketball or utility ball.	Teacher Observation Teacher Suggestions: Use stopwatch to time speed. Change direction frequently to kee children's interest.

THROWING



Throwing

Level A-B-C-D

Learning Tasks	Method	Equipment	Evaluation
Bean Bag Basket	Formation: File formation behind a starting line with about five to six feet between each team. Place a wastebasket five feet in front of each team 5-6 players on each team. Each child is given three consecutive throws at the basket. After each player completes his third throw he collects the bags and gives them to the next player, then goes to the rear of the line. The player with the highest number of successful baskets wins or count up the total number for each team.	Three bean bags and one wastebasket for each team.	Teacher Observation Teacher Suggestions: As skill improves use smaller baskets or increase the throwing distance

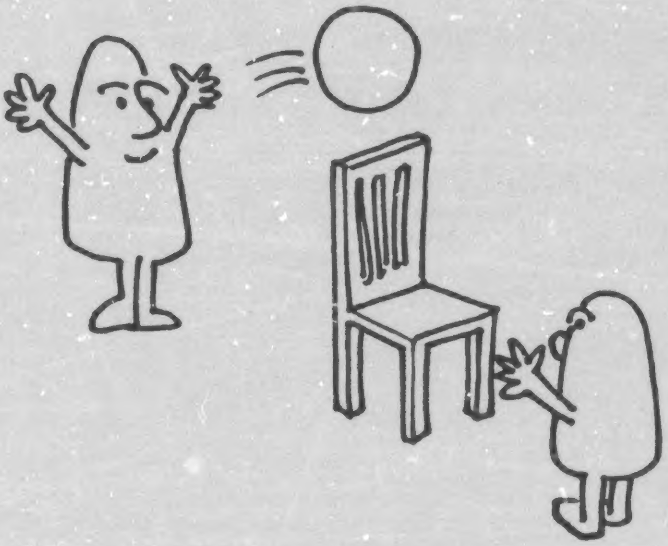
Throwing

Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
Duck on a Rock	Formation: Arrange children in a line formation 10 feet away from a milk carton. 6-10 players on each team. Place a bean bag (duck) on top of a milk carton (rock). One player, the guard, stands 3 feet to one side of the duck. The guard can't stand in front of the duck. The first player throws his bean bag & tries to knock the duck off the rock. If he succeeds in knocking the duck off (including the rock over) he runs to retrieve his bean bag & returns to his place behind the line. The guard must stand the rock up, place the duck on top & try to tag the thrower before he retrieves his bean bag & runs back over his throwing line.	One milk carton for each game and one bean bag for each player.	Teacher Observation

Learning Tasks	Method	Equipment	Evaluation
Duck on the Rock	guard change position. If any thrower is unsuccessful in hitting the duck off he must leave his bean bag on the ground until another player knocks the duck off. When this occurs, all players whose bean bags are on the ground run and attempt to retrieve them and return to their positions. The guard, however, may tag anyone of these players.		

Learning Tasks	Method	Equipment	Evaluation



Throwing and Catching

Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
Circle Throw	Formation: Single circle with six to eight feet between each player. 6-18 players. The ball is given to a circle player who may throw it to any player in the circle. If a player fails to catch the ball he must sit down. If the ball was not thrown correctly or accurately, (teacher's judgment) the thrower must sit down. The last player standing wins the game.		Teacher Suggestions: After all are seated, try playing the same game in sitting position

Throwing and Catching

Level B-C

Learning Tasks	Method	Equipment	Evaluation
Sky Ball	Formation: Arrange each team in a scattered formation on opposite sides of a line. Place one or two chairs on the line. 10-15 players on each team. One player on team A throws the ball above the height of the chair and over to the other team. If a player on the opposing team catches the ball before it bounces a point is scored for his team. If the ball is not caught, the player who first touched it retrieves it and throws it to the other team.	Utility Ball	Teacher Observation Teaching Suggestions: Keep children scattered and caution them to stay in their places. Vary the type of throw and catch.

Throwing and Catching

Level B-C

Learning Tasks	Method	Equipment	Evaluation
Call Ball	Formation: Single circle with two to three feet between each player. 12-15 players Children form a large circle with the teacher in the center. The teacher tosses the ball into the air and, at the same time, calls the name of one player. The called player attempts to catch the ball before it bounces then throws it back to the teacher.	13 inch Utility Ball	Teacher Observation

Catching and Throwing

Level C

Learning Tasks	Method	Equipment	Evaluation
Catch, Throw and Sit	Formation: Arrange each team in a line formation with about four or five feet between each player. One player stands in a three foot circle drawn ten feet in front of the line players. 5-6 players on each team. Divide the class into small groups with one captain for each group. Arrange children in a straight line facing leader. The captain must keep one foot in the three foot circle. On signal, the captain throws it back, then sits down. This is repeated down the line. If any player or captain misses the ball, he must return to position before throwing. The Team that sits down first is the winner.	Basketball or Utility Ball	Teacher Observation

Throwing and Catching

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Leader Ball (1-3)	Formation: Arrange two teams in a file formation behind a starting line. Place one player ten feet in front of the two lines. 6-8 players on each team. One child, the leader, stands ten feet away from the two lines with his back toward the players. The leader throws the ball high over his head & the first player in each line attemps to catch it before it bounces. If either player catches the ball he becomes the new leader and the old leader takes his place. If neither player catches the ball each goes to the rear of his line and the new player takes his turn.	Utility Ball	Teacher Observation Teacher Suggestions: If children are unable to catch the ball before it bounces, allow one bounce.

Throwing and Catching

Level D-E

Learning Tasks	Method	Equipment	Evaluation
Shuttle Throw (2-3)	Formation: Draw 2 lines 20 feet apart and place one half of each team behind each line in a file formation. Players 1,3, 3 & 7 are behind one line & players 2,4,6 & 8 are directly opposite and behind the other line. 6 players on each team. Player number one throws to number two, then number one goes back of number two's line. Player number two throws to number three and goes back of number three's line, etc., until all players are back in their own original positions. Team finishing first wins.	Utility Ball and a piece of Chalk or Stick to draw a line	Teacher Observation Teacher Suggestions: Have the children try same relay using the overhand and underhand throws. Have the children alternate throwing hands. Alternate boys and girls i the line.

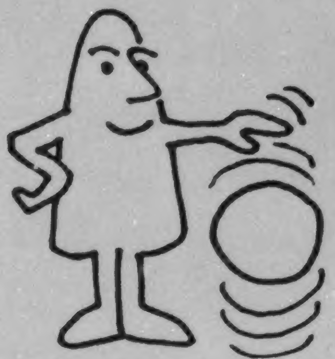
Learning Tasks	Method	Equipment	Evaluation

Throwing and Catching

Level E

Learning Tasks	Method	Equipment	Evaluation
Center Ball (3)	Formation:Single circle with 5 or 6 feet between each player. One player stands in the middle of the circle. 10-12 Players. The center player throws the ball to a cirlce player, waits for him to catch it, then runs out & around the circle. The player to whom he threw the ball runs to the center, places the ball on the ground, then chases the running player trying to tag him. The chaser must follow the same route as the runner. If the runner is tagged before he reaches the ball, he exchanges places with the circle player. However, if he gets back to the ball without being tagged, he remains at the cener for the next throw. Player who remains in center the longest wins.	One softball for each team	Teacher Observation Teacher Suggestions: Make sure the runner does not start until circle player has caught ball.

BOUNCING



Bouncing

Level A-B-C-D

Learning Tasks	Method	Equipment	Evaluation
Keep the Ball Bouncing	Formation: Single circle with two or three feet between each player. Number of players: 10-16 Players form a circle and the ball is given to one player. The player with the ball starts the game by walking and bouncing the ball around the circle. Before he returns to his spot in the circle he must call out the name of another child. The new bouncing player runs to the player who has the ball and, without losing the bounce, takes the ball and continues around the circle.	Utility Ball	Teacher Observation

Bouncing

Level C-D

Learning Tasks	Method	Equipment	Evaluation
Ball Race	Formation: File formation behind a starting line with about five to six feet between each team. Draw a two foot circle about ten feet in front of each team. 6-8 players on each team. Lead players start at the same time and dribble the ball around the circle and back to starting line. The first child back is the winner or the first team to complete the relay is the winner.	One soccer ball for each team.	Teacher Observation

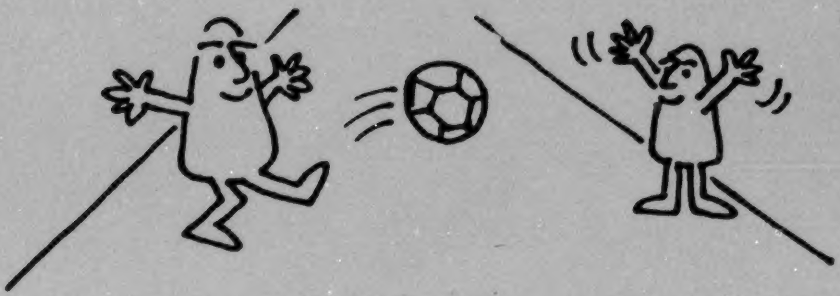
Catching-Bouncing

Level D

Learning Tasks	Method	Equipment	Evaluation
Basketball Dribble Relay	Formation: Arrange each team in a file formation behind a starting line. Draw a turning line fifteen to twenty feet in front of the starting line. 6-8 players on each team. On signal, the first player in each line dribbles his ball to the turning line, stops, pivots and passes it back to the next player. The first player returns to the end of his line while the next player repeats the dribble and pass. The first team to finish wins the relay.	3 Or 4 Basketballs	Teacher Observation Teacher Suggestions: Dribble around objects and back. Use alternate hands, first right then left.

Learning Tasks	Method	Equipment	Evaluation

KICKING



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Kicking - Trapping

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Circle Soccer (1-3)	Formation: Single circle with 3 or 4 feet between each player Draw a line through the middle of the circle creating 2 teams. Number of players: 8-10 ea. team The ball is put into play by the captain of 1 team kicking it toward the opponents. Each team attempts to kick the ball past the opposing players, below shoulder height. Opposing players may use any part of their bodies except, the hands to prevent the ball from going out of the circle on their own side. While the ball is in play, every player must remain at his place in the circle. Only the captains may move out of the circle to retrieve the ball. One point for each time the ball is kicked out of the circle.	Soccer Ball	Teacher Observation

Learning Tasks	Method	Equipment	Evaluation

Kicking

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Soccer Call Ball (1-3)	Formation: Draw a line and arrange children along the line facing the kicker. The kicker should be 20 to 30 feet in front of the line. Number of players: 10-13 Players are numbered & stand in a straight line about 20 to 30 feet from the kicker. The kicker kicks the ball &, at the same time, calls a number. The player with that number tries to stop the ball with his foot before it stops rolling or before it passes over the line. If the player whose number was called can stop the ball before it stops rolling, he changes places with the kicker.	Soccer or Utility Ball	Teacher Observation Teacher Suggestions: To encourage low kicks that stipulate that any kick that travels over the line while in th air automaticall puts the kicker out.

Kicking

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Place Kick Ball (1-3)	Formation: Draw a softball diamond with 30 feet between each base. Place one team in the field and one in a line formation behind the home base. Number of players: 10-12 on each team. Place one team (fielding team) in the playing are outside the base lines. Each player on the kicking team is given one stationary kick. If the kick is fair (inside boundary line) the kicker tries to run around the first base and back before any member of the fielding team can get the ball & run to home base before the kicker. Any fly ball that is caught puts the kicker out.	Utility or Soccer Ball	Teacher Observation

Kicking - dribbling, trapping

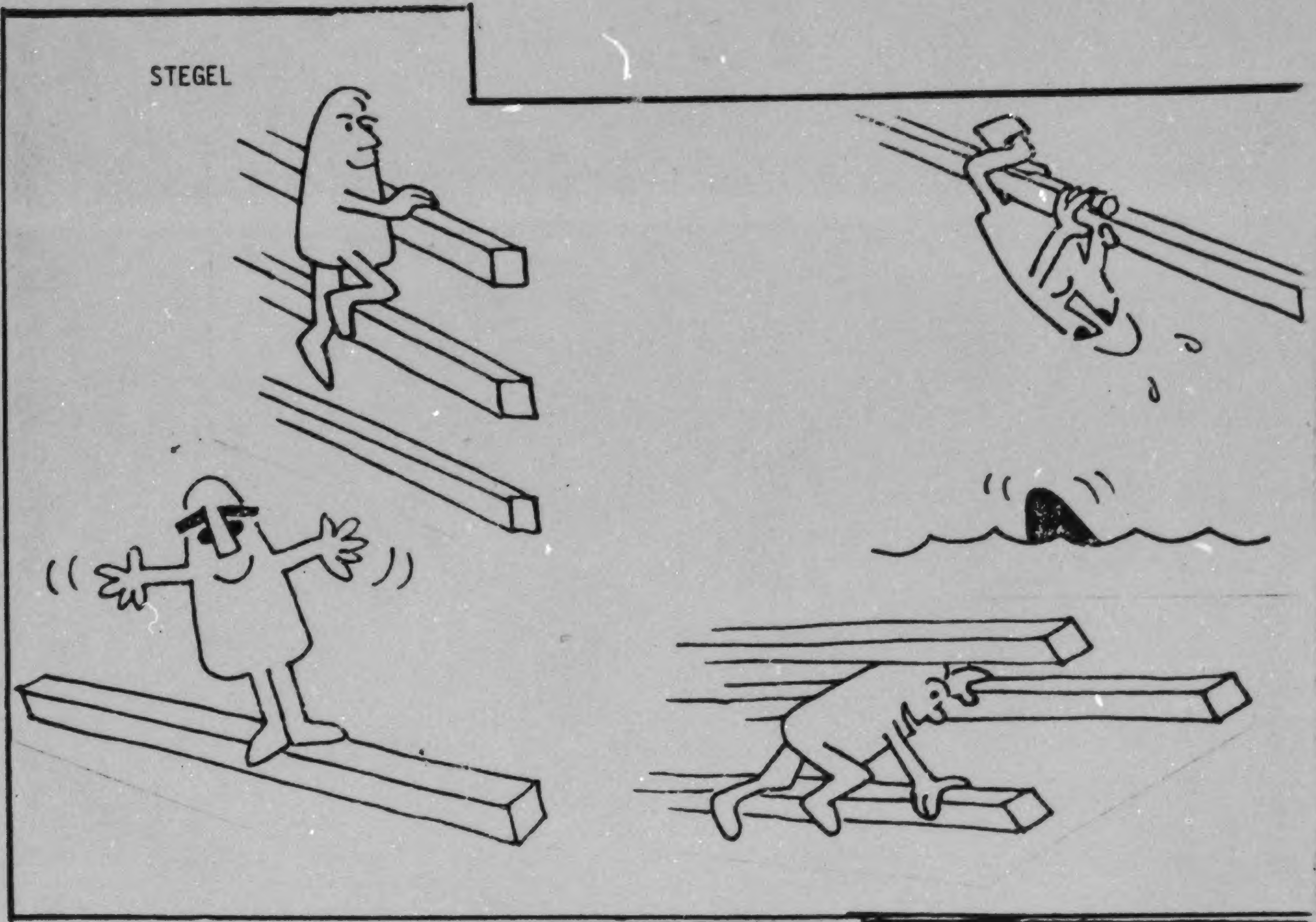
Level C-D-E

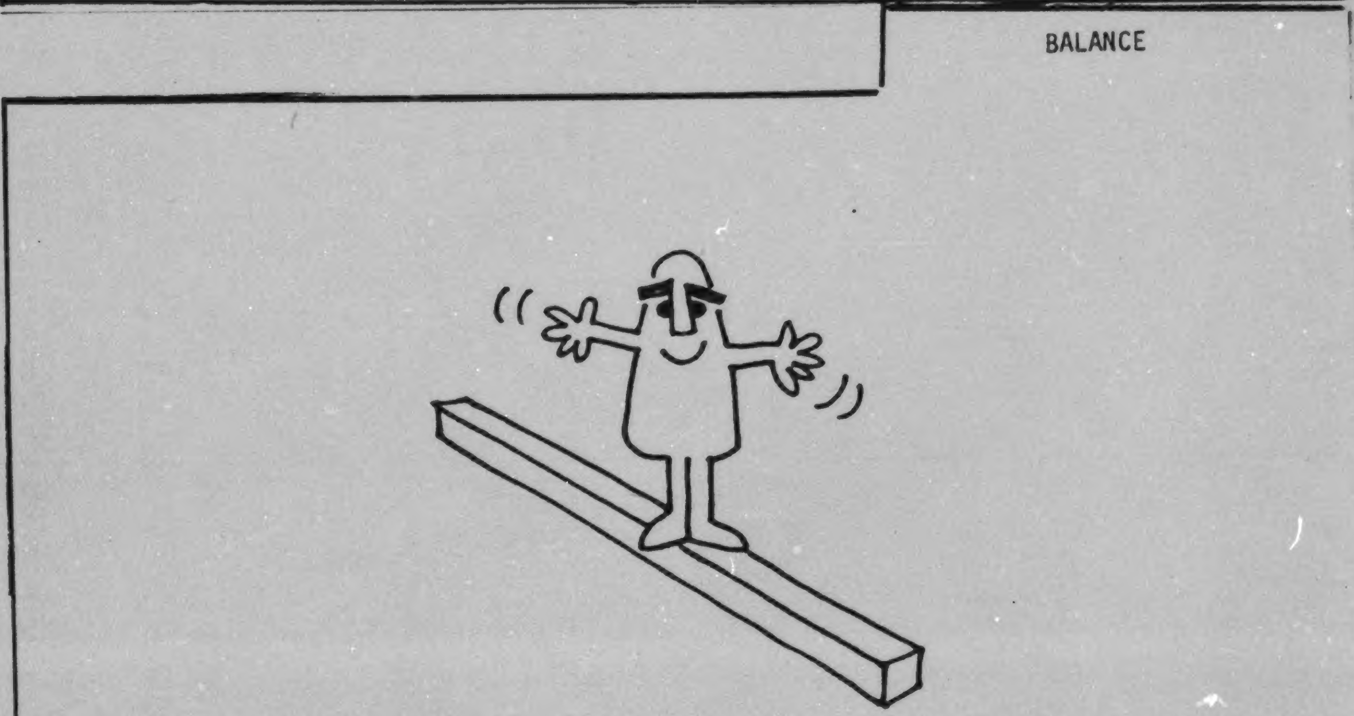
Learning Tasks	Method	Equipment	Evaluation
Line Soccer (1-3)	Formation: Draw two parallel lines thirty feet apart. Place one team on each line and number each player. Number of players - 8-10 on each team. On signal, the ball is rolled in from the side line & player number one on each team runs out & attempts to dribble & kick the ball over his opponent's goal line. Players in each line may attempt to stop the ball with any part of their bodies other than their hands. 1 point is awarded each time the ball goes over the opponent's goal line. A free kick is awarded if a runner used his hands, pushes, blocks, or holds his opponent. The free kick is taken at the center of the field.	Two soccer balls	Teacher Observation

Kicking

Level D-E

Learning Tasks	Method	Equipment	Evaluation
Boundary Ball (2-3)	Formation: Draw three lines with 20 to 30 feet between each line. Arrange each team in a scattered formation on each side of the center line. 10-15 players to each team. Each team is given one ball. Play is started by each team kicking a ball toward the opponents' goal line. Players on both teams may move freely about in their own half of the field & try to prevent the opponents' from crossing the goal. Players can't touch the ball with their hands. One point is scored each time the ball crosses the opponents' goal line.	Two Soccer Balls	Teacher Observation Teacher Suggestions: Require only left foot o right foot kicking.


STEGEL


BALANCE

Stegel-Balance - The child will be able to maintain stability in a balancing situation by producing an even distribution of weight on each side of his body. Level A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Walk up to beams and go to other side using different balance situations.	Step between each beam. Walk across on top of each beam. Walk across with just toes on the beams. Walk across with just heels on the beams. Walk across on the balls of the feet with toes and heels gripping the beams.	Three beams at A-1, A-2, and A-3. Mats	Teacher Observation

Learning Tasks	Method	Equipment	Evaluation

Stegel-Balance - The child will be able to maintain stability in a balancing situation by producing an even distribution of weight on each side of his body.

Level A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Balance on beam with both feet.	With the beam placed on the ground, the child will step up on the beam, balance for a moment with both feet on the beam, and then step down.	One beam on the ground.	Teacher Observation
	With the beam in the A-1 position on the Stegel, the child will step up on the beam, balance for a moment with both feet on the beam, and then step down.	One beam in A-1 position.	
	The above tasks can be done to a drum beat. The child may also step off forward or backward for variation, or through a hula hoop held by the teacher.	Drum or coffee can. Hula Hoops	

Stegel-Balance - The child will be able to maintain stability in balancing by producing an even distribution of weight on each side of his body.

Level B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Walk the length of the beam looking straight ahead.	Walk beams A-1, A-3, simultaneously. Use middle beam to hold onto when needed. Balance by feeling position of feet on beam. Maintain position by fixing eyes on point straight ahead.	Three beams, at A-1, C-2, and C-3.	Teacher Observation
	Perform task same as above but walk backwards.	Mats	
	Perform task above to drum beat.	Drum or coffee can.	
	Toss a bean bag up in the air and catch it while walking the beam.	Bean Bag	
	Step through hula hoop held by teacher while walking the beam forward and backward.	Hula Hoop	

Stegel-Balance - The child will be able to maintain stability in a balancing situation by producing an even distribution of weight on each side of his body. Level B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Maintain equilibrium on a slanted beam when walking up.	Adjust weight so that it is slightly forward of the position on the horizontal beam. Walk up the beam, turn to the left and jump off. Maintain balance by feeling the position of feet on the beam, and by fixing eyes on a point straight ahead.	Beam slanted to ground from A-2, position. Mats	Teacher Observation

Stegel-Balance - The child will be able to maintain stability in balancing by producing an even distribution of weight on each side of his body. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Walk the length of the beams.	Walk beams A-1, A-3, simultaneously. The middle beam, C-2, acts as a security to hold onto when needed.	Three beams at A-1, C-2, and A-3.	Teacher Observation
	Walk beams same as above but backwards.	Mats	
	Walk beams to drum beat.	Drum or coffee can.	

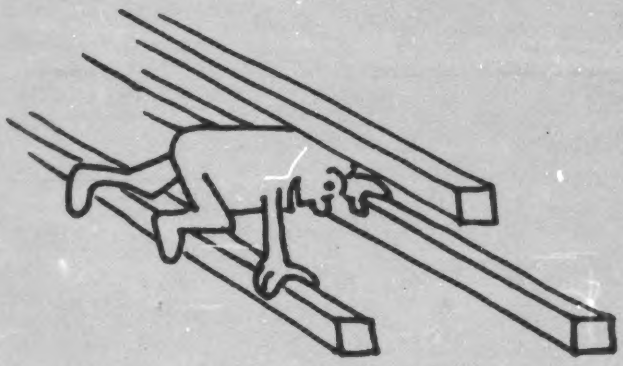
Stegel-Balance - The child will be able to maintain stability in a balancing situation by producing an even distribution of weight on each side of his body. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Child will be able to balance himself when walking the rails and rungs of a ladder.	Set up onto the ladder and place one foot on each rail. Walk across the ladder. At the end the child steps down to the left. Step up onto the ladder and walk across the ladder one foot in front of the other on the rungs. The beam in C-3 position may be held for balance when needed. At end, child steps down to left.	Ladder in A-1 2 position spanning the two saw horses. Mats	Teacher Observation

Stegel-Balance - The child will be able to maintain stability in a balancing situation by producing an even distribution of weight on each side of his body. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Walk up an incline, across a horizontal beam, and down an incline.	Walk up incline, B-1, step over the saw horse, walk across beam B-2, step over the saw-horse and down incline B-3 to the ground. Maintain balance when walking by feeling position feet on beam, and by fixing eyes on a point straight ahead.	One beam on an incline from B-1, to ground. One beam across Stegel from B-2. One beam on an incline from B-3, to ground. Mats	Teacher Observation

CRAWLING



Stegel-Crawling - The child will display the ability to move slowly, with precision and purpose, with the body close to the ground.

Level A-B

Learning Tasks	Method	Equipment	Evaluation
Crawl under beams without touching them.	Lie flat on stomach and crawl under the beams in any way possible as long as the child does not touch the beams.	Three beams at A-1. A-2, A-3. Mats	Teacher Observation

Stegel-Crawling - The child will display the ability to move slowly, with precision, and purpose, with the body close to the ground.

Level A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Crawl through or under beams a different way each time.	Crawl across beams using only three parts of the body. Place hands on small of back and crawl across the mat under the beams using only the feet. The child must stay on his stomach. Lying on the back, crawl under the beams in any way. Lying on the back, keep knees flat and drag heels. Use hands to propel body under beams. On back, fold hands on chest and using feet and legs crawl under the beams.	Three beams at A-1, A-2, A-3. Mats	Teacher Observation

Stegel-Crawling - The child will display the ability to move slowly, with precision and purpose, with the body close to the ground.

Level B-C-D-E

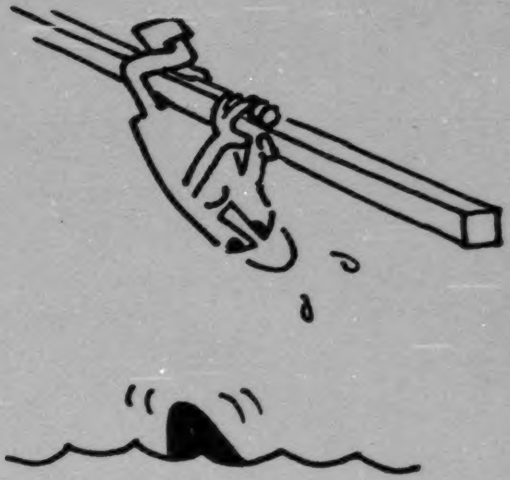
Learning Tasks	Method	Equipment	Evaluation
Go through beams over and under.	Child crawls head first over first beam, under second beam, and over third beam. Go under first beam, over second and under third beam. Crawl over all three beams. Crawl under first two beams and over the last beam.	Three beams at A-1, A-2, A-3, Mats	Teacher Observation

Stegel - Crawling - The child will display the ability to move slowly, with precision and purpose, with the body close to the ground.

Level A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Go through beams over and under.	Crawl head first over first beam, under second beam, and over third beam. Go under first beam, over second beam and under third beam. Crawl over all three beams Crawl under first two beams and over the last beam.	Three beams at A-1. A-2, and A-3. Mats	Teacher Observation

HANGING



Stegel-Hanging - The child will develop arm and shoulder strength and coordination to the degree that he can perform the act of suspending his body with confidence. Level B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Move forward across two parallel beams in the modified sloth position.	Grasp with one hand on each beam. The legs are then brought up over the beams. Proceed across the stegel feet first sliding hands and feet alternately along the beams.	Beams at B-1 and B-2 Mats	Teacher Observation

Stegel-Hanging - The child will develop arm and shoulder strength and coordination to the degree that he can perform the act of suspending his body with confidence. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Raise body up and assume sloth hand position.	Grasp beam from below. Hang up arms and wrap legs around beams.	Beam at B-2 position. Mats	Teacher Observation

Stegel-Hanging - The child will develop arm and shoulder strength and coordination to the degree that he can perform the act of suspending his body with confidence. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Move along beam feet first in a sloth position.	Grasp beam from below. Hand by arms and wrap legs around beam. Slide hands along beam toward feet and push legs forward at the same time.	Beam at B-2 position. Mats	Teacher Observation

Stegel-Hanging - The child will develop arm and shoulder strength and coordination to the degree that he can perform the act of suspending his body with confidence. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Move along the beam head first in a sloth position.	Grasp beam from below. Hang by arms and wrap legs around beam. Slide hands along beam toward head and push legs forward at the same time.	Beam at B-2 position. Mats	Teacher Observation

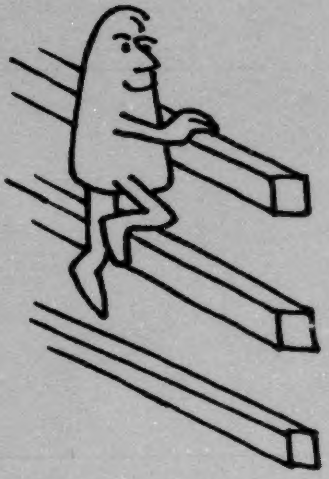
Stegel - Hanging - The child will develop arm and shoulder strength and coordination to the degree that he can perform the act of suspending his body with confidence. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Move backwards across two parallel beams in the modified sloth position.	Grasp with one hand on each beam. The legs are then brought up over the beams. Proceed across the stegel head first (backwards) sliding hands and feet alternately along the beams.	Beams in B-1, B-2 position Mats	Teacher Observation

Stegel-Hanging - The child will develop arm and shoulder strength and coordination to the degree that he can perform the act of suspending his body with confidence. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Move from one end of the ladder to the other in an inchworm manner while hanging upside down.	Grasp the first rung of the ladder and then lift legs up so that feet are braced against the second rung. Then move feet to the next rung and grasp the second rung with hands. Next move feet to the fourth rung and hands to the third and so on. Alternately moving feet and hands moving from one end of the ladder to the other. Repeat the above task but have the child move backwards across the ladder.	Ladder placed between saw-horse at B level.	Teacher Observation

CLIMBING



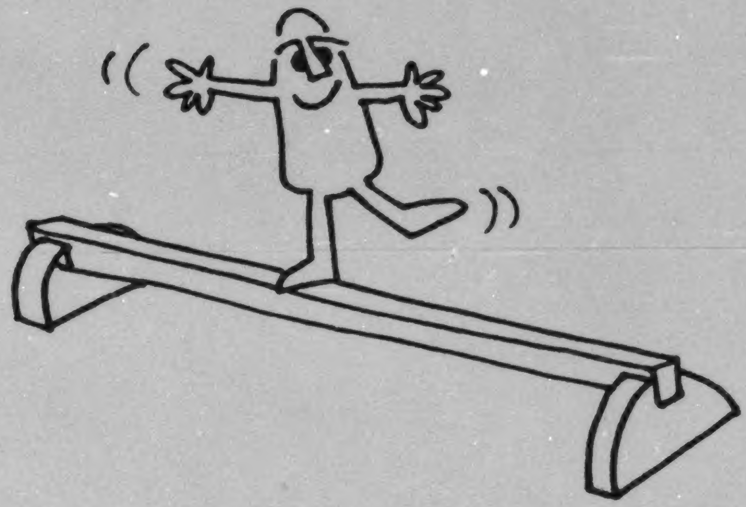
Stegel-Hanging- Climbing - The child will display the ability to hand and climb surely and steadily to an ultimate height of stegel C level. Level D-E

Learning Tasks	Method	Equipment	Evaluation
Climb over the sawhorse using any creative method.	Climb up and over the saw-horse using any creative method desired.	Two saw-horses. Mat	Teacher Observation

Stegel-Climbing - The child will display the ability to climb surely and steadily to an ultimate height of stegel C level. Level D-E

Learning Tasks	Method	Equipment	Evaluation
Child will climb a pyramid of beams.	Stand on A-1 beam and grasp B-2 with the hands, lifting the feet to the beam and then over to A-3 and jumping down to the ground. Child puts hands on B-2 when beginning to climb.	Beams at A-1, B-2, and A-3 forming a pyramid. Mats	Teacher Observation

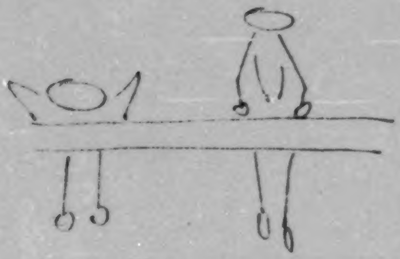
BALANCE BEAM



PUSH-UPS (K-3) Balance Beam Levels B-C-D-E

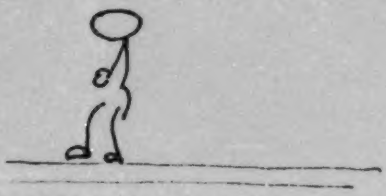
Place hands about shoulder width apart and rest the chest on the nead edge of the beam. Walk backward on toes until the legs and back are in a straight line. Keeping the body straight, extend arms then return to the starting position.

Note: If balance beam is too low, place it on two chairs.



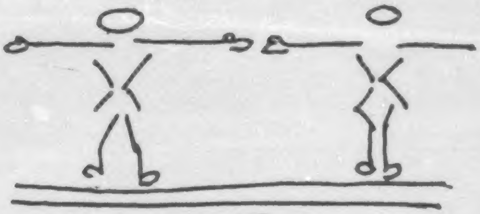
BACKWARD WALK (K-3) Balance Beam Level B-C-D-E

Stand on the balance beam with arms extended sideward, head up, back straight and body weight on the right foot. Shift left leg backward placing toe then heel on the balance beam.



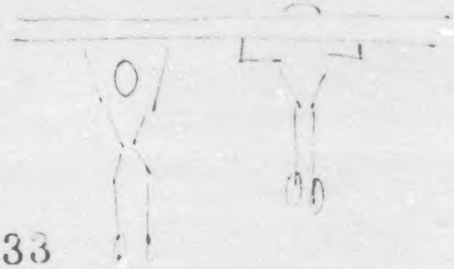
SLIDING (K-3) Balance Beam Levels B-C-D-E

Stand sideways on the beam with arms extended sideward and body weight over right foot. Slide left foot to the left. Shift body weight to left foot and slide right foot close to the left foot.



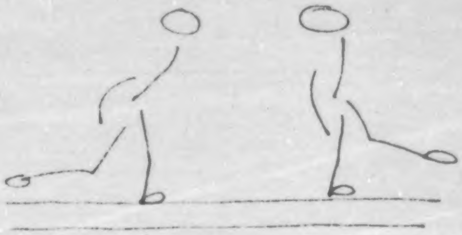
PULL-UPS (K-3) Balance Beam Levels B-C-D-E

Place balance beam on two chairs. Lie under beam, reach up and grasp the top of the beam. Keeping the body straight pull the body toward the beam and return to the starting position.



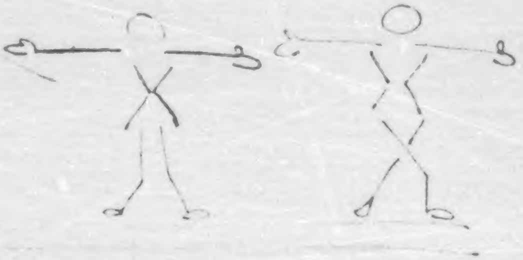
LEG SWING (1-3) Balance Beam Levels C-D-E

Stand on the right foot with head up, trunk bent forward, arms sideways, left leg backwards and off the beam. Swing left leg downward, forward and upward and raise trunk upward.



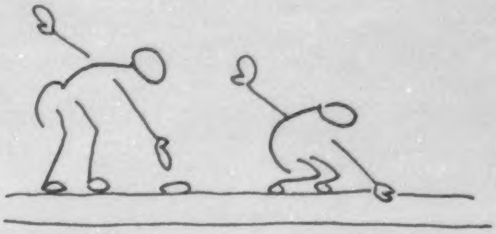
SIDE STEPPING (1-3) Balance Beam Levels C-D-E

Stand on beam with feet shoulder width apart, and arms extended sideways. Shift weight to left foot, cross right foot in front of left then place on beam.



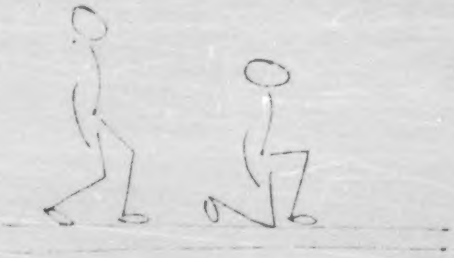
PICK UP ERASER (1-3) Balance Beam Levels C-D-E

Place a small object such as an eraser in the middle of the balance beam. Walk to the middle of the balance beam. Walk to the object, bend knees, extend right arm downward and left arm backward and upward. Pick up object, stand up and walk to the end of the balance beam.



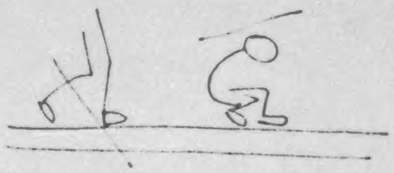
FOOT AND KNEE BALANCE (2-3) Balance Beam Levels D-E

Begin with left foot well in front of the right, knees bent and arms extended sideward. Bend knees until the knee of the right leg rests on the beam. Hold position for a a few seconds then extend and return to starting position.

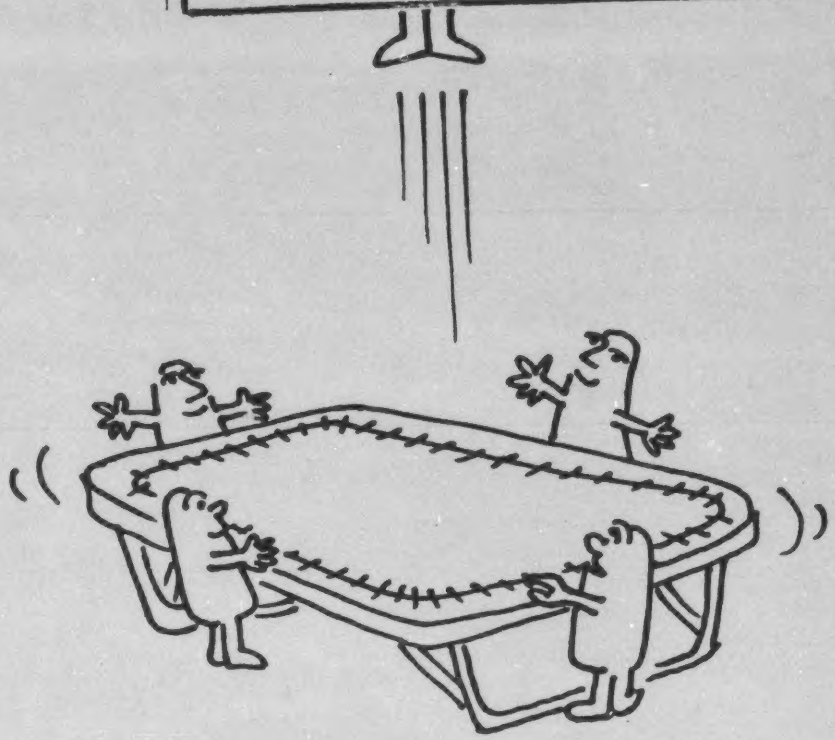


STEP OVER AND UNDER WAND (2-3) Balance Beam Levels D-E

Step Over: Partner stands near center of balance beam and holds a wand about twelve inches above and across the beam. Other partner walks to center, steps over wand and continues walking to opposite end. Step Under: One partner stands near center of beam and holds wand about three feet above and across the beam. The other partner walks to the center, bends down and passes under the wand with short steps.



TRAMPOLINE



Trampoline - The child will display the ability to complete the elementary basic stunts on the trampoline. Level A-B-C-D

Learning Tasks	Method	Equipment	Evaluation
Lead-Up procedures for the child who is afraid or has a fear of bouncing by himself.	The teacher bounces the child on his knees, supporting the child from either the front or the rear position. In the front position, the child and the teacher encircle each other with their arms. In the rear position, the teacher supports the child under the arms. The teacher bounces the child in a standing position. gradually relinquishing support, and takes a spotting position on the side of the trampoline.	Trampoline	Teacher Observation

Trampoline - The child will display the ability to complete the elementary basic stunts in the trampoline. Level A-B

Learning Tasks	Method	Equipment	Evaluation
Complete the lead-up procedures to the standing trampoline jump.	Perform a side roll on the trampoline bed. Walk on the bed of the trampoline forward, sideward and then backward. Crawl around the edge of the trampoline bed.	Trampoline	Teacher Observation

Trampoline- The child will display the ability to complete the elementary basic stunts on the trampoline. Level A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Standing trampoline jump (two-foot jump) (two-foot jump and stopping at will)	The child executes the basic rebound jump with his feet comfortably spread to provide a stable base of support, his knees slightly bend, and his arms bent with his hands about waist level. The child performs the jump by extending his knees, bringing his feet upward with his hand; and then returns to the starting position and repeats the rebounding action. To stop his jump, he bends his knees and hips on making contact with the trampoline bed.	Trampoline	Teacher Observation

Trampoline - The child will display the ability to complete the elementary basic stunts on the trampline. Level A-B-C-D-E

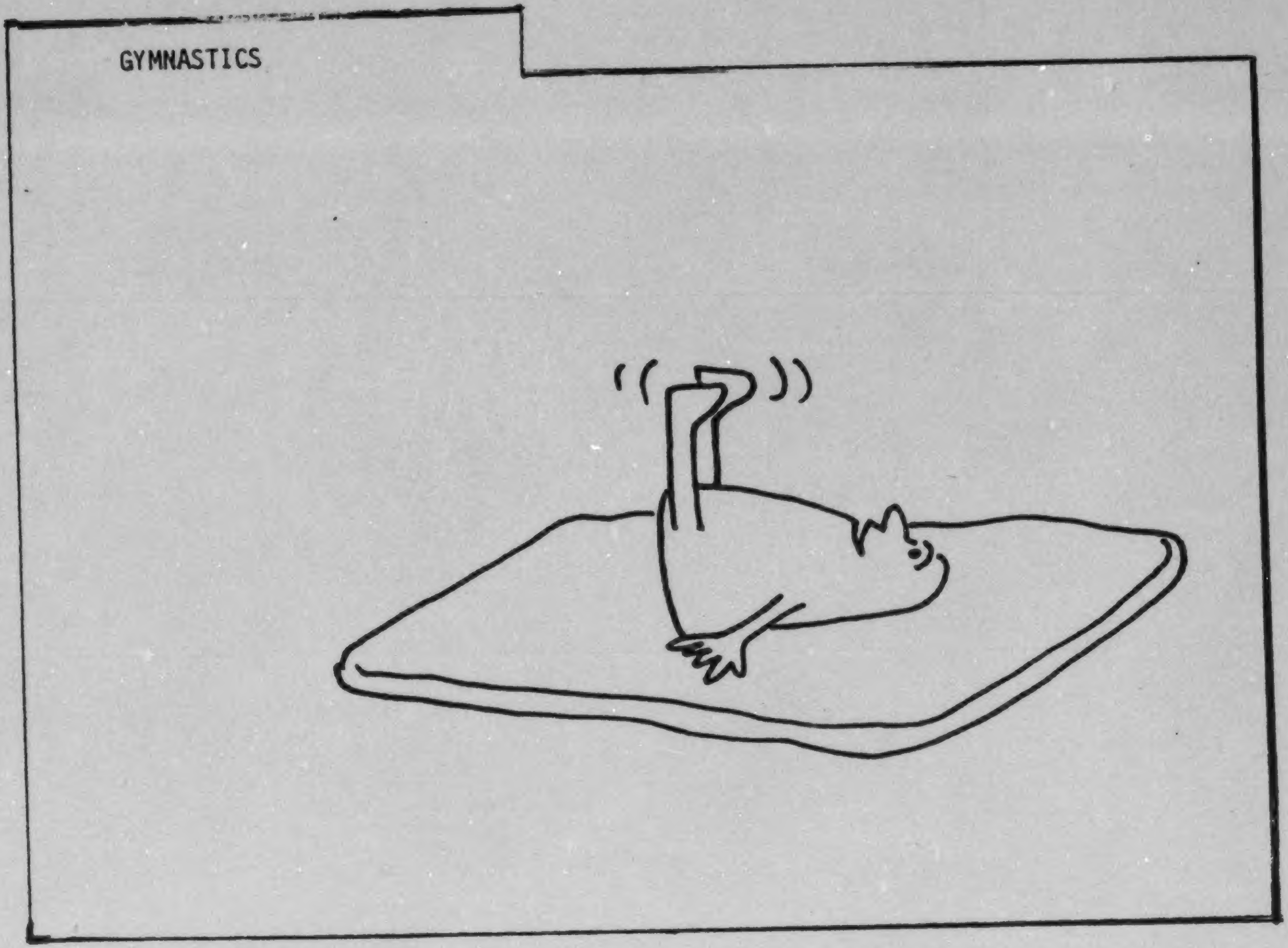
Learning Tasks	Method	Equipment	Evaluation
Seat Drop	Feet are lifted up in front of the body with legs forming right angles to the trunk. The child lands on seat and legs with hands at sides. Fingers should point toward feet. Hands should be used to push up from sitting position to regain standing position on trampoline bed.		
Knee Drop	The feet are lifted so that the legs are extended backward at right angles to body. Toes should be pointed backward to avoid landing on them. The body is kept straight from the head to the knees.		

Trampoline - The child will display the ability to complete the elementary basic stunts on the trampoline. Level B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Hand and Knee Bounce	This is begun from an "all fours" position. The child rests on his hands and knees in a position which must be well coordinated. The child bounces up and down increasing height of bounce each time.	Trampoline	Teacher Observation
Front Lay Out	The legs are lifted up and back with body leaning slightly forward as the child reaches the height of the bounce. Body is straightened out so that it is parallel to the bed. Belt of child should strike point on bed that was last touched by. feet and the child must land flat.		

Trampoline - The child will display the ability to complete the elementary basic stunts on the trampoline. Level B-C-D-

Learning Tasks	Method	Equipment	Evaluation
Back Drop	After spring into the air the child flexes his hips, lifts his legs so that his feet are higher than his head, and then falls back, making contact with the bed on his upper back, keeping his head forward. After making contact, he snaps his legs forward to return his feet to the bed.	Trampoline	Teacher Observation


GYMNASTICS

Gymnastics - The child will display the ability to complete the elementary basic studts in gymnastics. Level A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Stiff-leg Bend	Stand with feet together and arms at side. Raise arms overhead. Keep knees stiff, swing arms downward and touch the floor with fingertips. Stand with feet apart and both heels touching a line. Hold a piece of chalk in clasped hands. Bend forward, reaching as far backward as possible between legs with both hands. Make a chalk mark on the floor.	Mat	Teacher Observation

Gymnastics - The child will display the ability to complete the elementary basic stunts in gymnastics. Level A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Back Bender	Lie on back with legs straight and arms at sides. Raise legs slowly upward, then lower them down back of the head until the toes touch the floor. Return legs to a starting position with slow movement.	Mat	Teacher Observation
Bike	Lie flat on back with arms at sides with palms down. Raise legs and body to a vertical position and rest on shoulders. Bend knees and rotate legs in a bicycle manner.		
High Kick	Stand erect with right hand raised slightly below shoulder level. Kick right foot upward and touch toe to hand. Raise hand above shoulder and try to touch it with right foot.		

Gymnastics - The child will display the ability to complete the elementary basic stunts in gymnastics.

Level A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Heavy Feet	Lie on back with arms stretched above the head and hold feet about six inches from the floor. Raise the body to a sitting position, carrying the arms forward, and touching the toes with fingers. Lower the body to the starting position. Rest before repeating the stunt.	Mat	Teacher Observation
The Russian	Place hands on hips and take a squatting position. With a quick movement extend one leg straight out in front. Extend the other leg immediately while withdrawing the former leg. Continue alternating the leg movement in quick succession. Keep balance throughout the stunt.		

Gymnastics - The child will display the ability to complete the elementary basic stunts in gymnastics.

Level A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Treadmill	Take a squat position with hands in front on the floor. Extend left leg backward.With a rapid jumping movement change the position of feet repeatedly	Mat	Teacher Observation
Leg Raiser	Lie on back with hands clasped back of the neck holding feet six inches off the floor. Keeping knees straight, raise		
Leg Lift	Lie on back with hands clasped behind neck. Raise both legs to a right angle with the body. Keep legs straight, and lower then slowly to about three inches from the floor. Repeat the stunt.		

Gymnastics - The child will display the ability to complete the elementary basic stunts in gymnastics.

Level A-B-C-D-

Learning Tasks	Method	Equipment	Evaluation
Wringer	Two children face each other, join hands and raise them high. Both turn in under their joined hands so that they stand back to back. They raise their hands and turn again in the same direction to face each other. Repeat the turns in quick succession.	Mat	Teacher Observation
Jumping Jack	Stand with feet together and arms straight down at side. While jumping to a stride position, clap hands over head. Jump with feet together clapping hands in front of body Repeat in quick rhythm.		

Gymnastics - The child will display the ability to complete the elementary basic stunts in gymnastics.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Windmill	Stand with feet apart and arms raised sideward. Bend forward and touch left toes with the right hand. Return to the starting position. Bend forward again and touch right toe with the left hand. Return to a starting position.	Flat Surface	Teacher Observation
Back Lean	Kneel on both knees and hands at sides. Lean backward until hands reach the floor in back and support the body in a leaning position.		
Sit Up	Lie on back with hands clasped behind the neck. Keep heels on the floor, rise slowly to a sitting position. Return slowly to a lying position.		

Gymnastics - The child will display the ability to complete the elementary basic stunts in gymnastics. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Kneel and Rise	Keep arms folded across the chest and toes touching a line, and kneel on the floor. Return to a starting position without moving hands or feet.	Mat	Teacher Observation
Knee-Bend Seat	Stand with arms shoulder high in front. Sit on the floor and stand again without moving the arms or feet.		
Get Up	Lie flat on back with arms folded across the chest. Get up without unfolding arms		
Heal Seat	Stand with arms shoulder high in front and one leg raised in the front. Without changing the position of arms and/or leg. Sit on the heel of the other foot and then return to standing position.		

Gymnastics - The child will display the ability to complete the elementary basic stunts in gymnastics. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Heel Click	Stand with feet apart. Jump high into the air and click heels together once before landing.	Mat	Teacher Observation
The Top	Spring high into the air and with a twist of the body turn completely around landing in the original position. Maintain balance throughout. Arms are held sideward, shoulder high, and hand up. Walk a straight line placing the heal of one foot to the toe of the other.		

Gymnastics - The child will display the ability to complete the elementary basic stunts in gymnastics. Level C

Learning Tasks	Method	Equipment	Evaluation
One-Leg Seat	This stunt is the same as the Heel Seat except the child is to sit on the floor rather than on his heel.	Flat Surface	Teacher Observation
Turk's Sit and Stand	Fold arms across chest and cross feet. Sit on the floor and rise to a standing position without unfolding the arms or moving the feet.		
Airplane Balance	Bend one knees slightly and raise arms sideward and then bend forward from the waist and raise the other leg backward. Try to hold head, foot, and arms level with the body and parallel to the floor.		
Forehead Touch	Stand erect. Grasp one foot with both hands and bend so that the head touches the toe.		

Gymnastics - The child will display the ability to complete the elementary basic stunts in gymnastics. Level D

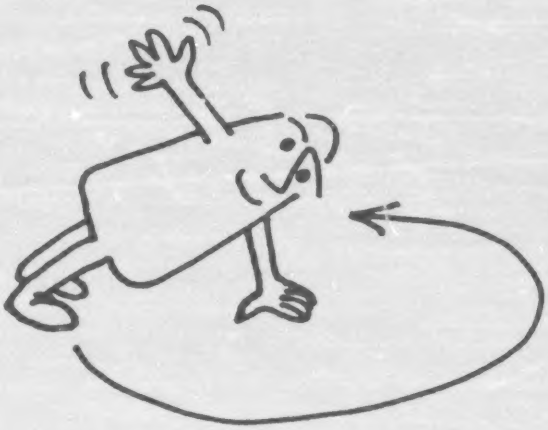
Learning Tasks	Method	Equipment	Evaluation
Leg-Balance Stand	Bend forward at the waist, raise one leg backward, and touch fingertips to the floor. Hold this position and change the position of the legs without losing balance.	Flat Surface	Teacher Observation
Tip Up	Squat with the hands on the floor between legs and press elbows hard against the inside of the knees. Tip the body slightly forward until it is balanced over the hands.		

Gymnastics - The child will display the ability to complete the elementary basic stunts in gymnastics. Level D-

Learning Tasks	Method	Equipment	Evaluation
Rolling	Lie flat on back with body straight and feet close together. Hands are at sides, palms down, elbows bent. Push hips and shoulders up so that the body's weight rests on hands and heels. Turn toward the right and transfer the body weight to the right hand and right foot. Turn again to the right and face the floor, taking weight on both hands and both feet. Turn again in the same way.	Flat Surface	Teacher Observation
Finger Touch	Grasp the right wrist behind the body with the left hand. With the head erect and the back straight, bend the knees until the fingers of the right hand touch the floor. Return to a starting position without losing balance.		

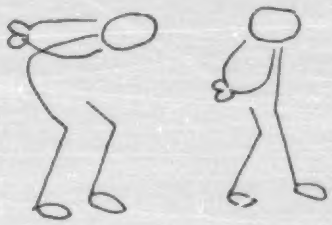
Gymnastics - The child will display the ability to complete the elementary basic stunts in gymnastics. Level D-E

Learning Tasks	Method	Equipment	Evaluation
Stick Jump	Hold a thirty inch stick at shoulder height with hands shoulder distance apart with palms down. Keep grasp on the stick and pull knees up close to body. Lower the stick and jump over it.	Flat Surface 30" stick	Teacher Observation
Knee Jump to Stand	Kneel on both knees. Swing arms forward, jumping to a standing position without losing balance.	Flat Surface	
Knee Dip	Raise one foot behind the back and with the hand holding the foot touch the knee to the floor and return to a standing position without losing balance.		



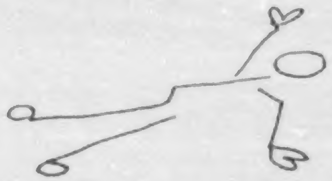
CAMEL WALK Gymnastics Levels B-C-D

Place one foot in front of the other and lock hands behind back to represent a camel's hump. Walk slowly raising head and chest with camel's hump moving with each step.



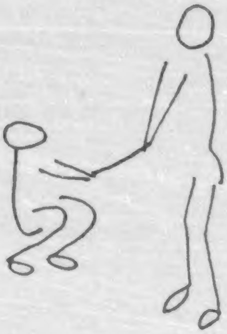
BEAR WALK Gymnastics Levels B-C-D

Begin in a partially crouching position with the left hand and foot off the floor. The body weight should be evenly distributed bwteen right hand and foot. Place the left hand and foot on the floor and begin to raise the opposite hand and foot upward and slightly forward.



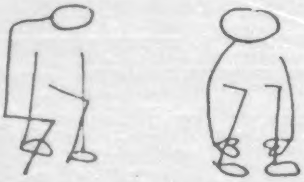
SEE SAW GYMNASTICS Levels B-C-D

One partner stands while the other assumes a crouched position. Hands are joined. To simulate the see-saw action, both children begin to move at the same time and each finishing in the opposite position.



WICKET WALK Gymnastics Levels B-C-D-E

Bend forward and grasp the legs just above the ankles. Without releasing the grip take a short step with the right foot. Continue walking action forward introducing a turn or reverse action and walk backward.

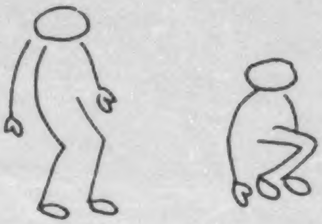


BOUNCING BALL

Gymnastics

Levels B-C-D-E

Begin this stunt in an erect standing position with arms at side and feet approximately shoulder width apart. Take short jumps and gradually lower the body. Continue jumping and lowering body until the hands touch the floor. This action should simulate a ball coming to rest.

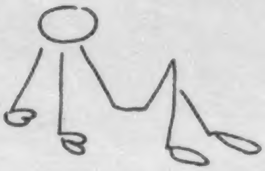


CRAB WALK

Gymnastics

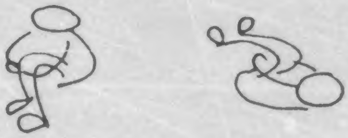
Levels B-C-D-E

Start with hands and feet on the floor. The back should be fairly straight to keep the seat of the floor. Walk forward by lifting the left hand and right leg upward and forward. Walk backward repeating the same action.



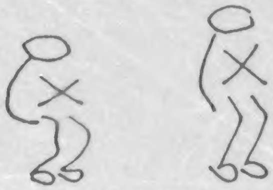
ROCKER Gymnastics Levels B-C-D-E

Begin in a sitting position with arms wrapped around bent knees. Rock back, raise knees and seat and continue backward roll until the head touches the mat. Return to the starting position.



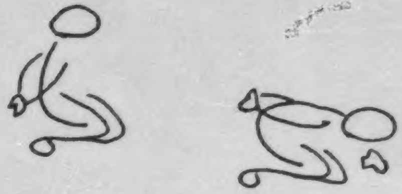
KANGAROO HOP Gymnastics Levels B-C-D-E

Begin in a squat position with arms folded across chest and body weight over the toes. Jump up and forward, land on toes and gradually lower body to the starting position.



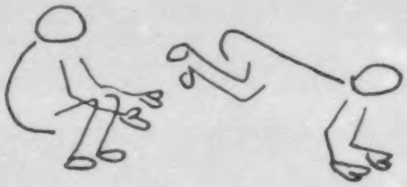
DIP Gymnastics Levels B-C-D-E

Begin in a kneeling position with hands locked behind back. Place a crumpled piece of paper approximately twelve inches in front of the knees. Bend down and pick up paper with teeth and return to starting position.



RABBIT JUMP Gymnastics Levels C-D-E

Begin in a squat position with body weight over the toes. The hands may rest on the floor or be off the floor. Leap forward and land on hands then the feet to stimulate a rabbit hop.

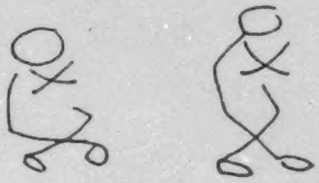


TURK STAND

Gymnastics

Levels C-D-E

Begin in a cross-legged position, arms folded across chest and body leaning slightly forward. Without releasing grip, lean forward, extend legs to a standing position. Return to the cross-legged sitting position.

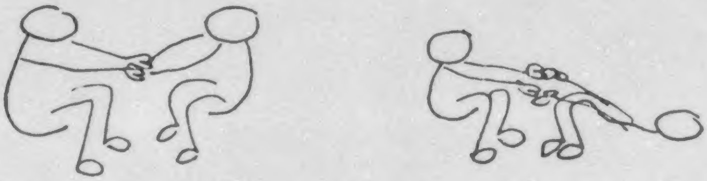


ROW A BOAT

Gymnastics

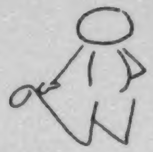
Levels C-D-E

Partners sit on floor with knees bent, toes touching and holding hands. One partner leans back pulling the other forward. Do not allow the partner being pulled to rise off the mat. Return and repeat to opposite side.



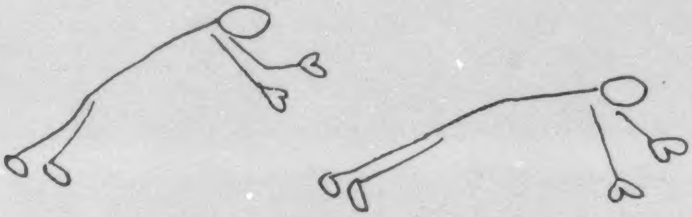
KNEE WALK Gymnastics Levels C-D-E

Start with hands and feet on the mat. Reach back and grasp legs just above the ankles. Shift the body weight to the left side and take a short step with the right knee. Continue movement with short steps forward.



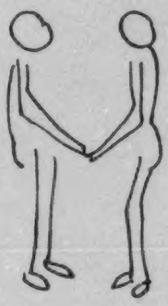
SEAL WALK Gymnastics Level C-D-E

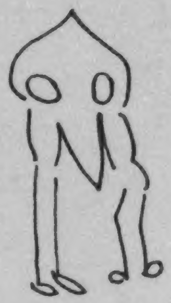
Begin in prone position, body and legs straight and toes pointed, or toes should be on the floor. Keep arms straight and move right hand forward. Shift left hand forward and drag legs simulating the walking action of a seal.



WRING THE DISHRAG Gymnastics Levels C-D-E

Partners stand facing each other with hands joined. Without releasing hands, both children lower arms on one side, raise on the other and turn away from each other under the raised arms. Continue action until the original position is reached.



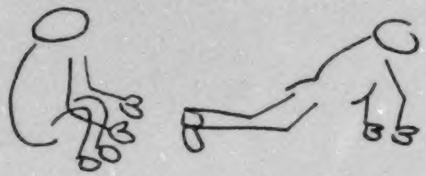


MEASURING WORM

Gymnastics

Levels C-D-E

Begin in a squat position with arms shoulder width apart and hands on the floor. Without moving the feet take short steps with the hands until the legs and back are straight. Now, without moving arms, take short steps with the feet until the toes touch the back of the hands.

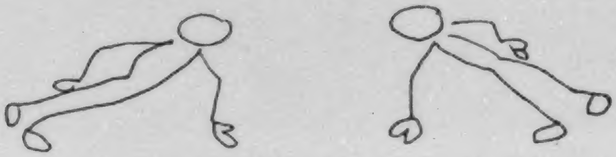


COFFEE GRINDER

Gymnastics

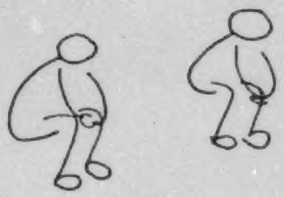
Levels C-D-E

Begin with one hand on the floor and one foot in front of the other. The legs and trunk should from a straight line. Keep the body straight and walk around the pivot arm.



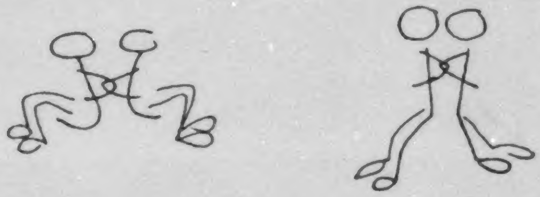
BENT KNEE HOP Gymnastics Levels C-D-E

Bend down and assume a tuck position with hands wrapped around the lower legs. Lean forward and push off floor from toes keeping hands wrapped around legs. Rise off mat and land on toes then heels.



CHINESE GET-UP Gymnastics Levels D-E

Partners begin in a back to back position with elbows locked, knees together and feet flat on the floor. Both rise off the floor by pushing against each other and, if necessary, by taking backward steps.

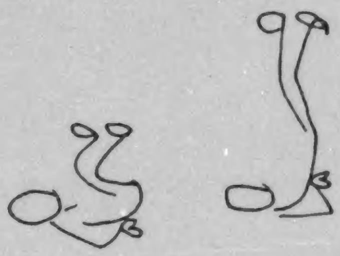


SHOULDER REST

Gymnastics

Levels D-E

Lie on mat with knees resting on chest, feet pointing up and hands near side of body. Roll back raising hips and extending legs. Bend elbows and place hands on hips.

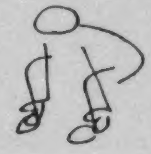


CRICKET WALK

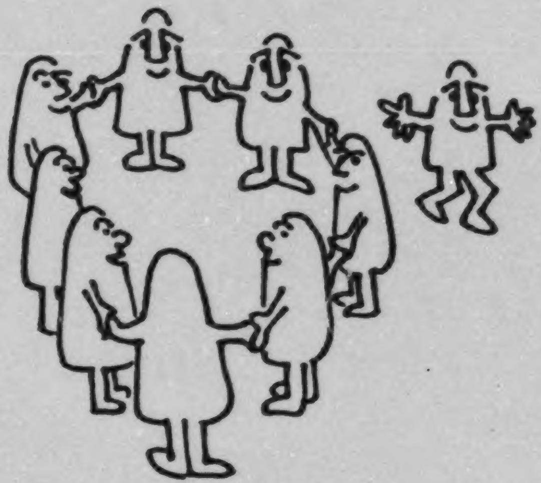
Gymnastics

Levels D-E

Begin in a partially crouched position with each arm wrapped around lower legs so the hands are resting on top of the foot. Maintain this position, shift body weight to the left foot and step forward on the right foot.



GAME ACTIVITIES



Game Activity - The child will display the ability to participate in team games.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Simon Says	Choose a leader to stand in front of the children, who sit or stand, but preferably stand. The leader gives the commands to jump, bow, turn right, and so on. If the command is preceded by the phrase "Simon Says", it is to be obeyed by all the players. If the phrase is omitted by the leader, the command is to be ignored. If a player fails to obey a command preceded by the phrase or obeys one not preceded by this phrase, he is eliminated. The last player to remain in the game is the winner. If the group is large five or ten may be designated as winners.	Flat Surface	Teacher Observation

Game Activity - The child will display the ability to participate in team games.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Numbers Change	The children sit in a circle, with the child who is "it" in the center. Children are numbered consecutively. "It" calls out two or more numbers and the children whose numbers are called must quickly jump up and exchange seats, during which time "it" tries to take one of the seats. The player left without a seat becomes "it" and calls out other numbers.	Flat Surface	Teacher Observation
Clothes Pin Drop	The children sit in rows. A milk bottle is placed in front of each row. The children take turns standing erect above the bottle and dropping five clothespins, one at a time into the bottle. The row with high total wins.		

Game Activity - The child will display the ability to participate in team games.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Skip Tag	Children form a single circle and all face inward. A tagger is chosen and stands outside the circle. The tagger, while skipping around the outside of the circle, tags a circle player. The circle player skips after the tagger and tries to catch him. If the tagger reaches the vacant space left by the circle player, the circle player becomes the tagger, and the game continues. If the tagger is caught by the circle player, he remains the tagger. If the tagger is unable to make his place in the circle after two tries, the teacher selects another tagger.	Flat Surface	Teacher Observation

Game Activity - The child will display the ability to participate in team games.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Stop and Start	Children stand about on the field and watch the leader. When the leader points in any direction, the children must move in that direction. When he blows the whistle, the children must stop and turn in order to watch him for the next direction. Children who fail to stop immediately or who fail to follow directions form a second group of players on the opposite side of the leader. The object of the game is to be the last player in the original group.	Flat Surface	Teacher Observation

Game Activity - The child will display the ability to participate in team games. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Duck, Duck, Goose	Children form a circle and face the center. The child who is chosen to be "it" runs around the outside of the circle, touching children on the shoulder and calling, "duck, duck, duck, goose!" All those who are called ducks squat and remain in their places. The one who is called goose chases "it" and if "it" gets to the vacant place in the circle before the goose catches him, the goose becomes "it". If "it" is tagged before reaching the vacant place, he remains "it". "It" may say "duck" any number of times before he says "goose".	Flat Surface	Teacher Observation

Learning Tasks	Method	Equipment	Evaluation
Red Light	One player is chosen to be the leader and stands on the finish line. He counts very rapidly from one to ten while he has his back to the players and then quickly says the words "red light" and turns around. The players move across the area during the counting & must freeze on the words "red light". Any player who is caught moving after the words "red light" have been said must return to the starting position. After the leader has sent back all who were caught, he turns his back and begins counting again The players can move when his back is turned.	Flat Surface	Teacher Observation

Game Activity - The child will display the ability to participate in team games.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Red Rover	The teacher draws three parallel lines, each 20 feet apart, The children stand on one end line and face the center line. One player is chosen to be "it" and stands on the center line. "It" says, "Red Rover, Red Rover, let Jim, Jane, Bill & Sue (any four or five players) come over." The players who were called run to the opposite end line, and "it" attempts to tag as many as possible before they reach the line. The child who is "it" should be allowed to h have three or four turns, & then another child should be chosen to be "it". The players who catches the most children wins the game.	Flat Surface	Teacher Observation

Game Activity - The child will display the ability to participate in team games.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Hot Potato	The children are scattered in a designated area. One child is selected to be the runner & is given the "Hot Potato." Another child is selected to be "it." To start the game, "it" begins to chase the runner with the hot potato. The runner may at any time give the hot potato to another player. If "it" tags the runner with the hot potato, the runner becomes "it." The new "it" must count to five before chasing anyone.	Flat Surface	Teacher Observation

Game Activity - The child will display the ability to participate in team games.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Team Dodge Ball	Children form two teams. One team forms a circle, and the other team stands inside it. The children on the circle team attempt to hit players in the middle of the circle with the ball. Only hits below the waist count. Variations can be played in which the game continues until all players on the inside are out or four minute intervals, etc.	Flat Surface 12" ball	Teacher Observation

Game Activity - The child will display the ability to particpate in team games.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Steal the Bacon	Children form two teams & line up facing each other. The team members are numbered consecutively from 1 to 15. A bean bag or eraser is placed in the center between the two lines. The teacher calls a number, & player from the opposing team with that number trys to retrieve the bacon without being tagged by the opposing player. If player 2 from team A picks up the bacon, first, player 2 from team B tries to tag him before he crosses his home line A point is scored each time the bacon is retrieved safely. So that there is more activity & participation, a number of games with smaller teams can be played simultaneously.	Flat Surface	Teacher Observation

Game Activity - The child will display the ability to participate in team games.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Battle Ball	Teacher draws two parallel lines 20 feet apart. The children divide into two teams One team stands on each line,& the players hold hands. Team 1 tries to kick the soccer ball across team 2's goal line, then team 2 tries to stop the ball and kick it back across team 1's goal line, and so on. When a team kicks the ball over the opposing team's line, it receives one point. If a player touches the ball with his hands his team loses a point. If a player kicks the ball too high (over the heads of the other team), one point is deducted from his team's score. The team that first reaches a score decided on by the teacher wins the game.	Flat Surface 12" ball	Teacher Observation

Learning Tasks	Method	Equipment	Evaluation

RHYTHMS AND DANCE

Rhythm and Dance - The child will display the ability to complete the basic dances. Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
London Bridge	Formation: Two players with uplifted hands joined form an arch representing the bridge. A line of children pass under the bridge, each holding onto the waist of the person in front of him. The children pass under the bridge and on the word "lady" the guardians of the bridge lower their arms and catch the player directly underneath "London Bridge is falling down falling down, falling down, London Bridge is falling down, my fair lady."	Record Player Record: RCA Victor E-87 and 45-5065 Decca 9-Du 9000 (45-7372)	Teacher Observation

London Bridge (continued)

Learning Tasks	Method	Equipment	Evaluation
	They continue singing as the bridge sways back and forth: "Take the key and lock her up, lock her up, lock her up, Take the key and lock her up, my fair lady." All the children sing as the guardians of the bridge take the prisoner off to the side: "Off to prison she must go, the must go, she must go, Off to prison she must go, my fair lady."		

Rhythm and Dance - The child will display the ability to complete the basic dances. Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
The Muffin Man	Formation: The children stand in one large circle, with thei hands joined. The children skip to the left and sing: "Oh, have you seen the muffin man, the muffin man, the muffin man, Oh, have you seen the muffin man, who lives in Drury Lane?" One child stands in the center and looks for a partner from the big circle, as they sing: "Oh, yes we've seen the muffin man, the muffin man, the muffin man. Oh, yes we've seen the muffin man, who lives in Drury Lane."	Record Player Record: Folkraft F-1188 RCA Victor 45-5065	Teacher Observation

The Muffin Man (continued)

Learning Tasks	Method	Equipment	Evaluation
	The center child skips toward the chosen one and offers both hands. Then the two occupy the center and skip in a circle to the right as the children sing: "Two have seen the muffin man, etc. These two then choose partners from the outside circle and all four join hands and circle to the right, as they sing. "Four have seen the muffin man etc." This procedure is followed until all are chosen. Then they sing. "All have seen the muffin man, etc."		

Rhythms and Dance - The child will display the ability to complete the basic dances. Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
Oats, Peas, Beans	Formation: The children form a single circle, with one or more players in the center. All the children circle to the left or right, singing: "Oats, peas, beans and barley grow, Oats, peas, beans and barley grow: Can you or I or anyone know How oats, peas, beans and barley grow?" The child in the center is the farmer; he sows his seed, folds his arms, stamps his foot, claps his hands, and views his land. The children in the circle stand still and follow the actions of the farmer as they sing:	Record Player Record: Folkraft F-1182 RCA Victor 45-5067 Pioneer 3012	Teacher Observation

Oats, Peas, Beans (continued)

Learning Tasks	Method	Equipment	Evaluation
	"Thus the farmer sows his seed, Thus he stands and takes his ease: He stamps his foot and claps his hands, And turns around to view the land." The children circle again and sing the next verse while the farmer chooses a partner. The partner should be chosen by the end of the verse: "Waiting for a partner, Waiting for a partner, Open the ring and choose one in. While we all dance and sing." All the children skip, the farmer and his wife going in the direction opposite to that taken by circle players, as they sing:		

Learning Tasks	Method	Equipment	Evaluation
	"Now you're married, you must obey, You must be true to all you say, You must be kind, you must be good, And keep your wife in the kindling wood."		

Learning Tasks	Method	Equipment	Evaluation

Rhythm and Dance - The child will display the ability to complete the basic dances. Level A-B-C

Learning Tasks	Method	Equipment	Evaluation
Looby Loo	Formation: The children form a single circle, facing in. During the singing of each verse, the children stand stil and dramatize it. Then, after each verse, they sing the chorus, during which they join hands and slide, skip, run, or walk to the left or right: "I put my right hand in, I put my right hand out; I give my right hand a shake, shake, shake, and turn myself about, Oh." Chorus: Here we go looby loo here we go looby light. Here we go looby loo, all on a Saturday Night."	Record Player Record: Folkraft 1184; RCA Victor 45-5067 and 41-6153	Teacher Observation

Looby Loo (continued)

Learning Tasks	Method	Equipment	Evaluation
	"I put my left hand in," etc. "I put my two hands in,"etc. "I put my right foot in," etc. "I put my left foot in," etc. "I put my head 'way' in," etc. "I put my whole self in," etc.		

Rhythm and Dance - The child will display the ability to complete the basic dances.

Level B-C

Learning Tasks	Method	Equipment	Evaluation
Hokey Pokey	Formation: The children form a single circle and face the center. If couples are used, the girl stands to the right of her partner. The children place their right foot forward into the circle and sing: "You put your right foot in." They place their right foot back away from the circle and sing: "You put your right foot out." They shake their right foot toward the center of the circle and sing: "You put your right foot in and you shake it all about."	Record Player Record: MacGregor 699: Four Star 1505	Teacher Observation

Hokey-Pokey (continued)

Learning Tasks	Method	Equipment	Evaluation
	They repeat these calls, substituting the following parts of the body: left foot, right arm, left arm, right elbow, head, whole self, and back side. Then they raise their arms above their head & lower their arms and head in a bowing motion and sing: "You do the hokey pokey - You do the hokey pokey." They kneel on both knees & raise their arms above their head & lower their arms & head in a bowing motion & sing: "You do the hokey pokey." Then they slap the floor six times and sing" "That's what is's all about."		

Hokey Pokey (continued)

Learning Tasks	Method	Equipment	Evaluation
	They place their arms up and turn and sing and rumba their hips. "You do the Hokey Pokey." They shake their arms above their head and turn around and sing: "And you turn yourself around". They clap their hands four times and sing: "That's what it's all about."		

Rhythm and Dance - The child will display the ability to complete the basic dances.

Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Skip to My Lou	Formation: The children form a double circle, with the boys in the inside circle. Partners face to the right and join hands. All the children sing as the partners skip to the right around the circle: "Flies in the buttermilk, skip to my Lou, Flies in the buttermilk, skip to my Lou, Flies in the buttermilk, skip to my Lou Skip to my Lou, my darling. The girls continue skipping while the boys stand and sing:	Record Player Record: Folkraft 1192 Pioneer 3003 Folk Dancers Record MH111	Teacher Observation

Skip to My Lou (continued)

Learning Tasks	Method	Equipment	Evaluation
	"My partner's gone, what'll I do, etc. The boys sing and skip around the inside circle. and the girls stand still: "I'll find another one, prettier than you," etc. On "skip to my Lou, my darling" the boys take a partner nearest t to them and repeat the dance with a new partner.		

Rhythm and Dance -The child will display the ability to complete the basic dances. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Seven Jumps	Formation: The children form one large single circle, with boys and girls alternating, and join hands. A number of smaller circles may be used. First Jump Measures 1-8: The children move in a circle to the right with step-hops, one to a measure (step on beat one and hop on beat two) Measures 9-16: They all jump up high from the ground and come down with a stamp on both feet on the first beat of measure 9. Then they step-hop around the circle to the left. Measure 17: They drop their hands and place them on their hips and bend the right knee upward.	Record Player Record: RCA Victor 21617, 41-6172 and Lpm - 1623; World of Fun M-108.	Teacher Observatio

Seven Jumps - Continued

Learning Tasks	Method	Equipment	Evaluation
	Measure 18: They stamp their right foot to the ground on the first beat and join hands on the second beat. Second Jump Measure 1-16: They repeat measures 1-16 on the first jump. Measure 17: They all raise the right knee as before. Measures 18-19: On the first beat, they stamp down right foot; on the second beat, lift left knee; on the third beat, stamp left foot; and on the fourth beat, join hands. Third Jump Measures 1-17; They repeat measures 1-17 of the first and second jumps. Measures 18-20: They all stamp right foot, lift left knee,		

Seven Jumps - (continued)

Learning Tasks	Method	Equipment	Evaluation
	stamp left foot, place right toe backward on the floor, kneel on left knee, and then stand and join hands (one action to each beat) Fourth Jump Measure 1-17: They repeat measures 1-17 as before. Measures 18-21: They stamp right foot, lift left knee, stamp left foot, place right toe backward, kneel on left knee, pause, kneel on right knee (both knees down), and on the last beat, stand and join hands. Fifth Jump Measures 1-17: They repeat measures 1-17. Measures 18-22: They stamp right foot; lift left knee; stamp left foot; place right		

Seven Jumps - (continued)

Learning Tasks	Method	Equipment	Evaluation
	toe backward; kneel on left knee; pause; kneel on right knee; put right fist to cheek, raising elbow; put right elbow on the floor, with cheek restin on fist and on the last beat, stand and join hands. Sixth Jump Measure 1-17: They repeat measures 1-17. Measures 18-23: They stamp right foot; lift left knee; stamp left foot; place right toe backward; kneel on left knee; pause; kneel on right knee; put rt. fist to cheek, raisng elbow; put rt. elbow on floor, with cheek resting on fist; put left fist to cheek, raising elbow; put left elbow on floor, with cheek resting on fist; on last beat, stand and join hands.		

Seven Jumps - (continued)

Learning Tasks	Method	Equipment	Evaluation
	Seventh Jump Measures 18-24: They stamp right foot; lift left knee; stamp left foot; place right toe backward; kneel on left knee; pause; kneel on right knee; put right fist to cheek, raising elbow; put right elbow on the floor, with cheek resting on fist, put left fist to cheek, raising elbow; put left elbow on floor, with cheek resting on fist; put body forward; touch forehead to floor, and on the last beat, stand and join hands.		

Rhythm and Dance -The child will display the ability to complete the basic dances.

Level C-D-

Learning Tasks	Method	Equipment	Evaluation
Chimes of Dunkirk	Formation: The children form a single circle, with boys and girls alternating. Partners face each other, with their hands on their own hips. Measures 1-2: All the children stamp their feet (not too heavily) left, right, left Measures 3-4; They raise their arms overhead so that their face can be seen between their arms and bend their body sharply to the left and clap their hands overhead and then to the right and clap, alternately. This represents the ringing of the town's bells.	Record Player Record: RCA Victor LPM -1624 or 45-6176 or 21618	Teacher Observation

Chimes of Dunkirk - (continued)

Learning Tasks	Method	Equipment	Evaluation
	Measures 5-7: the partners take each other's hands with their arms extended sideways: Starting with the left foot, they run in a small circle while turning their partners around once. Measure 8: The children run forward on the last measure and secure a new partner. The dance is continued until the music is ended.		

Rhythm and Dance - The child will display the ability to complete the basic dances. Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Bleking	Formation: The children form a single circle; partners face each other and join both hands. Measure 1: The children hop on left foot, place right heel forward, and extend right arm and then hop on right foot & extend left foot & arm. (bleking step) Measure 2: They repeat the step with three quick changes, hopping left, right, left. Measures 3-8: They repeat measures 1 & 2 three times. Measures 9-16: With hands joined & arms extended to the side at shoulder level, the partners turn in place with step-hops. The boy starts on his rt. foot & the girl starts on her left. Move hands in windmill fashion.	Record Player Record: RCA Victor LPM-1622 and 416169 Folkraft 1188 Pioneer 3016	Teacher Observation

Rhythm and Dance - The child will display the ability to complete the basic dances. Level D-E

Learning Tasks	Method	Equipment	Evaluation
Crested Hen	Formation: The children form sets composed of a boy and two girls, with the boy in the middle, or a girl and two boys The sets are scattered about the room. Figure 1 Measure 1-8: The children in each set join hands in a circle and start with a stamp of the foot, they move to their left, using a fast step-hop. Measures 1-8 repeated: With a high jump, they reverse their direction and move to their right. Figure 2 Throughout this figure, all the children perform the step-hop continuously. The girls release their hands from each other and dance on each side	Record Player Record: RCA Victor LPM -1624 and 45-6176	Teacher Observation

Crested Hen - (continued)

Learning Tasks	Method	Equipment	Evaluation
	of the boy. They place their free hand on their hip. Measures 9-10: The girl on the right step-hops under the arch formed by the boy and the girl on the left. Measure 11-12: The boy then turns and step-hops under his own right arm. Measures 13-14: The girl on the left step-hops under the arch made by the boy and the girl on his right. Measures 15-16: The boy then turns under his own left arm. They repeat measures 9-16 of figure 2. Repeat the entire pattern as often as is desired.		

Rhythm and Dance - The child will display the ability to complete the basic dances. Level D-E

Learning Tasks	Method	Equipment	Evaluation
Patty Cake Polka	Formation: The children form a double circle, with the boys in the inside circle. Partners face each other and join hands. Measures 1-2: The children perform the heel-and-toe twice, the boy starting with his left foot and the girl with her rt. foot. Measures 3-4: They perform four slides counterclockwise. Measures 5-8: They repeat measures 1-4 going clockwise, the boys starting with his right foot and the girl with her left foot. Measure 9: They clap right hand with their partner three times.	Record Player Record: MGM S-4473. Folkraft 1124	Teacher Observation

Patty Cake Polka - (continued)

Learning Tasks	Method	Equipment	Evaluation
	Measure 10: They clap left hand with their partner three times. Measure 11: They clap both hands with their partner three times. Measures 12: They clap their own knees three times. Measures 13-14 - They swing their partner around once with their right elbow. Measures 15-16: They walk to the left to a new partner. They repeat the dance with a new partner.		

Rhythm and Dance - The child will display the ability to complete the basic dances. Level E

Learning Tasks	Method	Equipment	Evaluatio
Heel-and-toe Polka	Formation: Couples are arranged informally around the room. Partners stand side by side with their inside hands joined with the girl on the right of her partner.The couples face to the right around the room. Measures 1-2: The children perform the heel-and-toe and then step, slide, step, starting with the outside foot. Measures 3-4: They perform the heel-and-toe and then step, slide, step, starting with the inside foot. Measure 5-8: They repeat measures 1-4. Measures 9-16: 8 Polka steps around the room,facing each other on one polka step and turning away on the next step, alternately.	Record Player Record: Folkraft 1166; MacGregor 4005 (45) and 400 (78)	

CREATIVE MOVEMENT

Body Movement CREATIVE MOVEMENT Levels A-E

Select a few children for the different dances.

- head dance
- arm and hand dance
- feet and leg dance

Circle Movements CREATIVE MOVEMENT Levels A-E

Have children work in groups of two, three or four. Have them make circle movements with hands, arms, feet, legs, and head. Have them combine circle movements. Move about the room.

Body Movements
Leg and Feet

CREATIVE MOVEMENT

Levels A-E

Begin by sitting or lying on the floor. Have the children show expression of feeling by using their feet alone. Next have them move their legs around showing their feelins. Tell them to start to move around the room using the feet and legs. Add hands, arms and head.

Body Movements (head)

CREATIVE MOVEMENT

Levels A-E

Have the children close their eye. Tell them to move their head in all and any directions. Make it a head dance. Let the body follow the movements of the head.

Swinging Movements CREATIVE MOVEMENT Levels A-E

In order to help general rhythmic coordination swing the entire body. As the children swing all parts say the word SWING, SWING, SWING.

Loosening Movements CREATIVE MOVEMENT Levels A-E

Have the children shake their body, drop the different parts of their body. Tell them to loosen up every part of their body. Move their bodies around but keep body parts loose. Rest.

Body Movements
Arms and Hands

CREATIVE MOVEMENT

Levels A-E

Have the children sit, lie or stand. Ask them to think about being alive. Have them move their arms, and hands showing how they feel. Let the rest of the body follow the movements of the arms and hands. Each child is different for each is expressing himself in his own way.

Bouncing Movements

CREATIVE MOVEMENT

Levels B-E

Have the children think about a piece of elastic or rubber. Tell then to pretend their body is in a piece of elastic and move all body parts, i.e., like a bouncing ball.

Basic Movements CREATIVE MOVEMENT Levels B-E

Children work in small groups. They take a scatter formation. The children begin to skip freely around in their own position. They continue skipping and then form a circle while still skipping. As they continue skipping they form a line, then back to a circle.

Game Movement CREATIVE MOVEMENT Levels C-E

Think of a common childrens game. Abstract the movements involved in the game. For Example:

Hopscotch

Jumprope

Tag

Leap Frog

Game Movement | CREATIVE MOVEMENT | Levels C-E

Have one child act out an invitation to come and play a game. Have remaining children show their reply by the group to the invitation. Different groups could be playing different games in areas of the floor.

Sound Directed Movement
Voices

CREATIVE MOVEMENT

Levels C-E

1. Make stretching movements using all of the body while making stretching sounds.
2. Make shaking movements using all of the body while making shaking sounds.
3. Make melting movements using all of the body while making melting sounds.
4. Show a bursting movement using all of the body while making one bursting sound.

Body Movements with Newspaper CREATIVE MOVEMENT Levels C-E

Give each child a large sheet of newspaper. Have the children work in small groups. Have the children take a shape using the newspaper. Select a leader. The group follows the leader making the same movement. However, the leader holds the newspaper and takes his shape the groups follows. Go all around the group until each gives a shape and the class follows.

Sound Directed Movements - Native Instruments CREATIVE MOVEMENT Levels C-E

Have the children take a scatter position. Using native instruments (hands, feet, voice) to make sound. Create a movement dance.

Have the children use their whole body to express the sound.

NO NO NO NO NO NO NO NO NO or

YES YES YES YES YES YES YES YES

Keep saying the word as the children move and change their position to show a different form of the word.

Variation: Group of six. Each child creates sound and movement to Yes or No. One works at a time. Go around the circle Move body to word sound. Alternate Yes No Yes No Yes No Yes No Yes No etc.

Have children use voices to create. Use words and speech to make body move. Speech directs the body to different positions. For example - single words:

Joy

Happiness

Sadness

Guilt

Pain

POEM INSPIRATION CREATIVE MOVEMENT Levels D-E

The child will display the ability to combine imagination and body movement to poetry. Have two or more children act out the poem with movement and no words while in the process of acting out. Children may work alone or with a partner.

(Directions in reference to
Creative Movement Cards 1-11)

The Playful Winds

The playful wind grabs my umbrella
And pulls it inside out with ease.
It spins our weather vane around
And sways the brances of the trees.
It snatches off my stocking cap,
And whirls it gayly through the air.
And then the playful wind comes back
To finish mussing up my hair.

-2

JUMP OR JIGGLE　　CREATIVE MOVEMENT　　Levels D-E

Jump or Jiggle

Frogs jump
Caterpillars hump
Worms wiggle
Bugs jiggle
Rabbits hop
Horses clop
Snakes slide
Mice creep
Deer leap
Puppies bounce
Kittens pounce
Lions stalk, but--
I walk!

--Evelyn Beyer

CLOTHES ON A CLOTHESLINE　　CREATIVE MOVEMENT　　Levels D-E

Clothes on a Clothesline

Hand in hand they dance in a row,
Hither and thither, to and fro,
Flip, flap, flop, and away they go
Fluttering creatures as white as snow.

--Cayce

GO WIND

CREATIVE MOVEMENT

Levels D-E

Go Wind

Go wind, blow.
Push wind, swoosh.
Shake things
take things
make things
Fly.

Ring things
swing things
fling things
High.

Go wind, blow.
Push things - whee.
No, wind, no.
Not me -- not me.

--Lillian Moore

TO A RED KITE

CREATIVE MOVEMENT

Levels D-E

To A Red Kite

Fling
yourself
upon the sky.

Take the string
you need ride high.

High
above the park
Tug and buck
and lark
with the wind.

Touch a cloud
red kite
Follow the wild geese
in their flight.

Come!
Bounce on a breeze and look down below
On buildings and people and lights all aglow
Bounce over fences over yards and gates
Bounce over rivers over hills and lakes.

Come!
Bounce on a breeze that blows warm and cold
through bushes and trees.
Come watch spring unfold.

--Phillips

For laziness the turtle's tops.
He never scurries, skips or hops.
Rather than run
When out in the sun,
He walks so slow that he stops.

The Squirrel

Whisky, frisky, hippity hop;
Up he goes to the tree top!

Whirly, twirly, round and round.
Down he scampers to the ground.

Furly, curly, what a tail!
Tall as a feather; broad as a sail!

Where's his supper? In the shell,
Snappity, crackity, out it fell.

Cocoon

The little caterpillar creeps
Awhile before in silk it sleeps.
It sleeps awhile before it flies.
And flies awhile before it dies.
And that is the end of three good tries.

D. McCord

THE CATERPILLAR CREATIVE MOVEMENT Levels D-E -10

The Caterpillar

Brown and furry
Caterpillar in a hurry
Take your walk
To the shady leaf or stalk

May no toad spy you
May the little birds pass you by
Spin and die
To live again a butterfly.

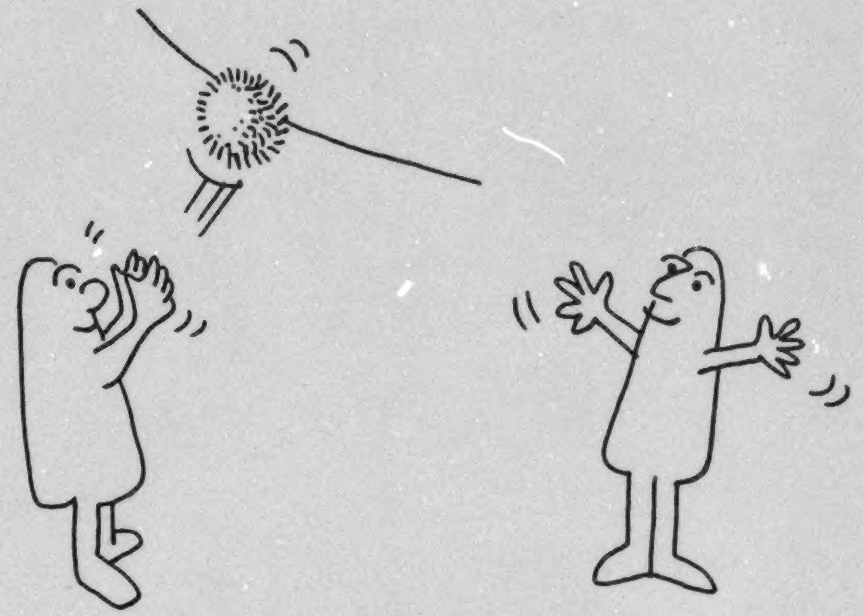
THE OCTOPUS CREATIVE MOVEMENT Levels D-E -11

The Octopus

Tell me, O oct pus, I begs,
Is those things arms, or tis they legs?
I marvel at thee., I'd call me Us.

Nash

RAINY DAY GAMES



WASTEBASKET BALL　INDOOR RAINY DAY GAMES　Levels A-B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Wastebasket Ball	4 or 5 players in each row. The players stand behind a designated line and throw the ball into the wastebasket. A score is recorded each time a basket is made.	Wastebaskets Balls	Teacher Observation (Teams may be formed to enhance competition. An underhand throw is the most effective in scoring and there is less possibility of a "wild" toss with that type of shot than with a one-han push shot or a two-hand set shot.)

STATUE　INDOOR RAINY DAY GAMES　Levels B-C

Learning Tasks	Method	Equipment	Evaluation
Statue	The entire class may participate. The children are to mimic something, an elephant, a merry-go-round, etc. When the music stops, each participant stops instantly and holds the position as a statue. The teacher brings the attention of the rest of the class to the "funniest" statue.	Any music.	Teacher Observation (The children should be reminded not to move after the music stops. Their statue position must be a spontaneous one.

SIMON SAYS — INDOOR RAINY DAY GAMES — Levels B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Simon Says	Formation: Seated in rows, one player in front of the class. One player is chosen as the leader and comes to the front of the room. Other players remain in their seats. Players at seats follow the leader's action when he prefaces his instructions with "Simon Says." For example: "Simon says hands on head place." All should follow this movement. If the leader says "Hands on hips place," no one should move. Any player who commits an error must pay a forfeit or be dropped from the game.	None	Teacher Observation (Teams can be organized and cou number of errors make it a contest.

CHAIR RING TOSS — INDOOR RAINY DAY GAMES — Levels B-C-D-E

Learning Tasks	Method	Equipment	Evaluation
Chair Ring Toss	Formation: Groups of four children with a chair and three rings. The player stands behind a designated line and throws a ring in an attempt to ring one of the legs of the chair. If he does so successfully, he scores one point. (Note: The most effective throw is an underhand toss. The hand is brought waist high to the center of the body. The wrist is cocked. The arm is swung forward, keeping it parallel to the floor. As the ring is released, the wrist is straightened. The eyes are kept focused on the chair leg.)	Chairs and rings.	Teacher Observation

HOT ERASER

INDOOR RAINY DAY GAMES

Levels B-C-D

Learning Tasks	Method	Equipment	Evaluation
Hot Eraser	Formation: Circles 10 to 15 children in each circle One circle is used for each circle. When the teacher calls, "Pass the eraser," the eraser is passed either to right or left and continues being passed around the circle. When the teacher calls, "hot" whoever has the eraser gets a point. The one with the least number of points over a period of time wins.	Eraser	Teacher Observation (The eraser must be passed not thrown. Students must be encourage against hesitatio when it is their turn to take the eraser.)

BALLOON BALL

INDOOR RAINY DAY GAMES

Levels C-D-E

Learning Tasks	Method	Equipment	Evaluation
Balloon Ball	Formation: Entire class divided into two teams. Every other row is a member of the same team. On one side is the other team's goal. All players must remain seated. A balloon is tossed into the air in the center of the room. The players strike it and try to get it over their goal. Each goal counts one point. The winner is the team scoring the most points over a designated period of time.	Durable balloon of any size.	Teacher Observation (Use more than one balloon and a time limit. If making a goal becomes too easy, goalkeeper from each team may be chosen. He stand in the row in fro of the opponents' goal. He must st in the row, but h may move up and down the row to defend the goal.)

BASKET BOUNCE INDOOR RAINY DAY GAMES Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Basket Bounce	Formation: Seated at rows. All Children in classroom. Each player stands behind a line six to eight feet from a wastepaper basket . Five attempts are allowed to bounce the ball once then it must go into the basket. Score two points for each successful basket. Team with the highest number of points wins.	One ball for each row.	Teacher Observation

HEEL AND TOE RELAY INDOOR RAINY DAY GAMES Level C-D-E

Learning Tasks	Method	Equipment	Evaluation
Heel and Toe Relay	Formation: Line with all seated except person competing. 6 to 8 children in each line. Each child stands on line beside front desk. On signal, first child races to front of room and back, by alternately placing the heel on one foot against the foot of the other. As soon as a player touches the front wall then the next player on his team may leave his seat and walk up to the starting line ready to start.	None	Teacher Observation

HOT POTATO INDOOR RAINY DAY GAMES Levels C-D-E

Learning Tasks	Method	Equipment	Evaluation
Hot Potato	Formation: Circle 10 to 15 children on each team. An eraser is tossed from one player to another around the circle. The teacher calls out "Hot Potato" and the player with the object in his possession must sit down. Any player dropping the object or making a poor throw is also eliminated.	Beanbag, eraser or small object.	Teacher Observation (With large circles add another object. If the number o players is larg and no one is eliminated add second or third object.)

STEAL THE BACON INDOOR RAINY DAY GAMES Levels C-D-E

Learning Tasks	Method	Equipment	Evaluation
Steal the Bacon	Formation: Lines facing each other. 2 to 15 children on each team. Each team member is numbered from one to fifteen. Place a stick in the center between the two lines. A number is called and players with that number try to retrieve the stick without being tagged by the opposing player. If number two from team A picks the stick up first, number two from team B tries to tag him before he crosses the line.	Eraser or Stick	Teacher Observation

PAPER BAG RELAY — INDOOR RAINY DAY GAMES — Level D-E

Learning Tasks	Method	Equipment	Evaluation
Paper Bag Relay	Formation: Single file in aisles. 6 to 7 children in each row. The first player in each line stands fifteen feet away from his line's pile of paper bags. On signal "go" the first player in each line runs, skips, or hops (teachers choice) to his team's stack of bags, blows one up, pops it, then returns to his line. Continue until all players have had a turn. The first team back to their original positions wins.	Paper Bags	Teacher Observation

VIS-'A-VIS — INDOOR RAINY DAY GAMES — Levels D-E

Learning Tasks	Method	Equipment	Evaluation
Vis-'a-vis	Formation: Scattered with partners. All children in classroom. One child is chosen to stand among partners. If the teacher calls "back to back" or "face to face" the children do as directed. If the teacher calls "busy bee" everyone including the extra child, must find a new partner. The child who fails to get a new partner becomes the extra player.	None	Teacher Observation (After the children have learned the gam allow the extra player to call directions.)

BLACKBOARD RELAY INDOOR RAINY DAY GAMES Levels D-E

Learning Tasks	Method	Equipment	Evaluation
Blackboard Relay	Formation: Seated All children in classroom. On signal from teacher, the first child from each row runs up to board and writes a number on it. He runs back with chalk, sits in his own seat (to avoid injuries in aisle) turns around and gives the chalk to the next player. Each player, in turn, writes a different number below the previous number until the last player comes up for his turn. The last player, instead of writing a number, adds the column and places the sum at the bottom of the column.	Chalk	Teacher Observation (First team to finish (with column added correctly) wins)

ERASER RELAY INDOOR RAINY DAY GAMES Levels D-E

Learning Tasks	Method	Equipment	Evaluation
Eraser Relay	The entire class may participate. A clean eraser is needed for each row of seats. This eraser is placed on the floor next to the right of the seat of each child in the right hand row of seats. The children are seated and on the signal, each child in the right hand row picks up the eraser in his right hand, passes it to his left hand, and places it on the floor next to the seat of the child to his left. The child to his left repeats the procedure. The eraser is passed in this manner across the width of the room. The team which places the eraser on the floor in the left hand outside aisle first is the winner.	Eraser for each row.	Teacher Observation (To increase the activity of the game two erasers may be used. The second eraser can be passed until t first eraser has been placed on th floor on the left side of the room.

LAST SEAT INDOOR RAINY DAY GAMES Levels D-E

Learning Tasks	Method	Equipment	Evaluation
Last Seat	Formation: The players sit in their chairs in rows. A player stands behind each row. At the command "go" he runs forward to the head of the row and touches the first child in the row who stands. He takes this youngster's seat. The student who has just arisen touches the person behind who rises. He then takes that seat. This continues on down the row until the player in the last seat rises. He must run to the front of the row. The game continues until everyone return to his original seat.	None	Teacher Observation (The children should move to their right to return to the head of the row to avoid collisi with other runn

PASS FASTER INDOOR RAINY DAY GAMES Level E

Learning Tasks	Method	Equipment	Evaluation
Pass Faster	Formation: Circle 8 to 10 children in each circle Leader stands in center of circle, passes a small object to any player in the circle telling him to pass to the left or to the right. After the object starts to move around the circle he calls. "Stop" The player holding the object when the leader calls "Stop" must now hold one hand in the air. If caught the second time, his right hand and one foot must remain off the ground. If caught the third time, both hands in the air and one foot must remain off the ground.	Small Object	Teacher Observation (Do not play thi game too long.)

Learning Tasks	Method	Equipment	Evaluation
Eraser Relay	Formation: Line 5 to 7 children in each row. On the signal "go" the first player places the eraser on his head, keeps hands at side, and walks to front of the room and touches a given object, turns and walks back. If the eraser falls off, the child must stop, place it on his head, then proceed. The first team back in their original position wins.	Erasers	Teacher Observation (Require players to skip, gallop, hop, etc., with eraser on head.)

Learning Tasks	Method	Equipment	Evaluation

APPENDIX 18

PLEASE POST

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
Personnel Services Office

STAFF TRAINING SERVICES DEPARTMENT MEMORANDUM

October 18, 1974

TA-0-15

Topic: INSERVICE EDUCATION COURSE, "GROSS MOTOR SKILL DEVELOPMENT FOR KINDERGARTEN-PRIMARY CHILDREN, 776-260"

To: All Elementary Principals, Teachers, and Instructional Aides

Staff Training Services Department is offering an inservice education course, "Gross Motor Skill Development for Kindergarten-Primary Children, 776-260."

Participants will become familiar with the use of a gross motor skills development program which includes pupil inventories and profiles for diagnostic purposes and prescriptive task cards which can be used by teachers and/or aides in providing an individualized program.

The dates and hours for the course are Friday, November 22, 1974, from 7:00 to 10:00 p.m., and Saturday, November 23, 1974, from 8:30 a.m. to 12:30 p.m. The location will be the multipurpose room, O.W. Erlewine Elementary School, 2441 Stansberry Way. The instructors are Nona G. Sall and Donald Caldeira.

Enrollment fee of $2.00 is payable at the first class session. The course will earn one-half (½) unit of salary credit.

Any questions concerning this memorandum should be directed to Mrs. Nona G. Sall, personnel specialist, training, Staff Training Services Department, 454-8538, or Gene Jensen, director, Training and Safety, Staff Training Services Department, 454-8567.

Robert N. Hansen
Assistant Superintendent
Personnel Services

RNH:FJS:GJ:mh

- -

PLEASE RETURN TO: Fred J. Stewart, administrator, Staff Training Services/ Summer School Departments, School Mail Box No. 45

I plan to enroll in the inservice course, "Gross Motor Skill Development For Kindergarten-Primary Children, 776-260."

Last Name ____ First ____ Initial ____ School or Office ____

Position ____ Telephone ____ Box No. ____

DATED MATERIAL

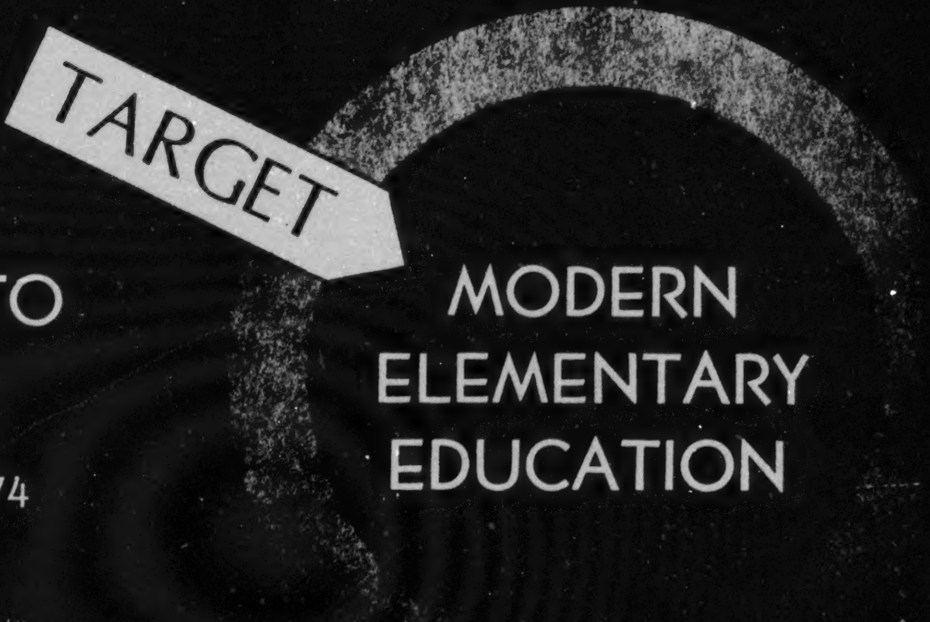
PEPPERDINE UNIVERSITY
School of Continuing Education
8035 S. Vermont
Los Angeles, California 90044

PEPPERDINE UNIVERSITY
School of
Continuing Education

A Series of Relevant
Weekend Classes In

SACRAMENTO
ROSEVILLE

MAY, JUNE, JULY 1974



TARGET MODERN ELEMENTARY EDUCATION

• One and two semester unit classes

GENERAL INFORMATION

TO PRE-ENROLL: Fill in, clip, and mail form below to Dr. Albert J. Sessarego, Director, 1505 Del Dayo Drive, Carmichael, CA 95608. Fees may be paid by cash, check (made payable to Pepperdine University), BankAmericard, or Master Charge. You may send in your payment at this time to assure yourself a place in the classes of your choice, or you may send in the pre-enrollment form alone and pay at the door for each class. We anticipate that some of the classes will close prior to class time due to full enrollment.

Those pre-enrolled and paid will have first priority for space. Official registration will take place on arrival at class. THE FORM BELOW IS NECESSARY SO THAT INSTRUCTORS CAN PROPERLY PREPARE FOR THE CLASS.

TO REGISTER: Weekend Classes: Register at class location at 3:45 PM on the Friday of the class. Instruction begins immediately after registration.

TO CANCEL PRE-ENROLLMENT: If you cannot fulfill a pre-enrollment please cancel at least one week in advance so that another teacher may be given your place. We ask it as a professional courtesy since we do not charge any penalty in this group of courses.

FOR ADDITIONAL INFORMATION please call Dr. Sessarego after 6:00 PM (916) 483-4453. If no answer, call 481-2311. If additional forms are needed, please Xerox this form or send information on plain sheet of paper.

CLASS HOURS: 4:00 PM to 9:30 PM Friday and 8:00 AM to 5:30 PM Saturday. All classes are on Friday evening and Saturday.

- - - - - - - - - - - - - - - - - - - -

NAME ______________________________ SOC. SECURITY NO. ______________
Last First Middle

ADDRESS ______________________________ SUBJECT, SPECIAL CLASS OR GRADE LEVEL TAUGHT ______________
Number Street City Zip

Phone (   ) ______________ BIRTHDATE ______________ BIRTHPLACE ______________
Area Number

Have you ever completed a course at Pepperdine?

Do you desire credit for this course?

☐ I wish to prepay at this time to assure a place in class. Enclosed is $

☐ I will pay at the door.

NOTE: Each class must be paid for by separate check or charge card.

CHECK THE CLASSES IN WHICH YOU WISH TO PRE-ENROLL

Course No.	Description	Date	Location	Fee
☐ Ed Ar 1981	Scavenger Art: How to Use Anything	May 3, 4	Sacramento	$33.00
☐ Ed Sc 1630	Outdoor Science Workshop, Part 1: The Western Sierra Nevadas	May 10, 11	Sacramento	33.00
☐ Ed Ar 1510	Art Projects for the Classroom, Part 1	May 10, 11	Sacramento	33.00
☐ Ed Cu 1810	Integrating Areas of Curriculum for Learning Centers	May 17, 18	Roseville	33.00
☐ Ed Ps 1658	Strategies for Increasing Self-Esteem in Children (2 units)	May 31, June 1 June 14, 15	Sacramento	64.00
☐ Ed La 1665	Learning Centers in Language Arts	June 21, 22	Roseville	33.00
☐ Ed It 1806	Developing Reinforcement Activities	June 28, 29	Sacramento	33.00
☐ Ed Ec 1710	Gross Motor Skills Development for Kindergarten-Primary Children	July 12, 13	Roseville	33.00
☐ Ed Ss 1640	Learning Centers in the Social Sciences	July 19, 20	Sacramento	33.00

LOCATION OF CLASSES

ALL SACRAMENTO classes will be held at the Fern Bacon Junior High School, 4140 Cuny Ave., Sacramento. Take Freeway 99 south to Florin Road. West on Florin 1/2 mile to Bowling Drive, North on Bowling 7/10 mile to Cuny. Left to school.

ALL ROSEVILLE classes at Warren T. Eich Intermediate School. Take Douglas Blvd. off Highway 80 south toward Folsom Lake, 1 mile to Sierra Gardens Drive. West on Sierra Gardens Drive to end (1/2 mile).

Ed Ar 1981 SCAVENGER ART: HOW TO USE ANYTHING
MAY 3-4

This class will introduce new and exciting ways of creating art projects from discarded or unusual materials. Scavenger art, the assemblage of rejected objects, has been popular for many years. The activity has been of great interest to both hobbyists and professional artists. It is a fun thing, but it is an activity through which the teacher can stimulate creativity among young children.

The class will not rely on the use of commercial supplies in the creation of art pieces. The materials brought by participants to the workshop will determine what the projects will be. Good design and all of the elements of art are stressed as students discover the joy of this unusual medium of art expression.

Students are asked to keep in mind that the learnings of the workshop are to be transferred to young children, so the working material must be geared to their abilities.

Students are asked to bring to class simple tools such as scissors, staplers, pencils, crayons, pliers, wire cutters, glue. Scavenge for egg cartons, plastic containers, cardboard products, string, rope, parts of broken toys. Useful scrap can be obtained from fabric shops, supermarkets and other businesses at no cost. Scrap materials will be shared in small group projects as well as in individual projects.

INSTRUCTOR: Michael Fenton, BS, MS, Indiana University, advanced studies at Sacramento State University. Teacher, Sacramento City Unified School District. Five awards for outstanding art instruction by the American Automobile Association. Teacher of many national and local art award winners. Practicing artist and exhibitor. Three years judge of Camellia Festival Parade.

Fee: $33.00 includes Tuition, Refreshments, Supplies.

Ed Sc 1630 OUTDOOR SCIENCE WORKSHOP, PART 1: THE WESTERN SIERRA NEVADAS
MAY 10, 11

An investigation of the plants, soil, and rock framework of the Western Sierra Nevada and adjacent plain and foothills and their interrelationships. There will be a lecture session on Friday evening and an all-day field trip on Saturday.

The classroom session will emphasize recognition of the major plants, especially the trees and shrubs, the geology of the area, and the place of outdoor education in the elementary school curriculum.

Class members will be able to develop a study collection of the plants and rocks on the field trip. Photographic recording will be encouraged, and those making slide collections will be given instruction in the art of taking nature pictures. A course of equal interest for teachers of primary, intermediate and upper grades.

Materials to bring to the workshop: a set of stout paper bags or egg cartons for collating rocks, and masking tape for labels; a hard cover notebook and pencils; a sketch book or camera; a large magazine or a plant press and some newspaper; a rock hammer, if available.

INSTRUCTOR: Christoph Hulbe, AB University of California, Berkeley, MS Pennsylvania State University. Teacher of science workshops, U.C. Davis; Pennsylvania State teaching assistant in mineralogy and petrology. Member Environmental Kindergarten Project team. Head of physical science department, Sacramento City College.

FEE: $33.00 includes Tuition, Refreshments, Supplies.

Ed Ar 1510 ART PROJECTS FOR THE CLASSROOM, PART 1
MAY 10, 11

This workshop is designed for a three-fold purpose: (1) To acquaint participants with art units requiring easily obtained materials; (2) To instruct participants in the basic skills of perspective drawing; (3) To instruct participants in techniques of improving room environment, including bulletin board organization and lettering styles.

In addition to materials to be furnished, each participant must bring the following items: at least 8 pieces of textural material 12" x 12" in size (example: burlap, wallpaper, foil, corrugated cardboard, etc.); two pieces of illustration board or mat board at least 20" x 30" in size; one pair teachers' scissors; one bottle rubber cement; one felt pen; one box of crayons.

Those participants wishing to execute plaster rubbings must, in addition, furnish the following: a "barn" board or antique board at least 5' long and 12" wide and at least ½" in thickness; one half pint, or larger, bottle of acrylic matte medium; one tin can (Campbell's Soup size).

The plaster rubbing project will be an alternative to a full color crayon still life. Participants may wish to execute the rubbing as a decorative piece for their homes.

INSTRUCTOR: Edward C. Larson, BA and MA, California State University, Sacramento. Director of Learning Media, San Juan Unified School District. Guest lecturer in art methods, CSUS. Conducted art workshops, CSUS.

FEE: $33.00 includes Tuition, Refreshments, Supplies.

Ed Cu 1810 INTEGRATING AREAS OF CURRICULUM FOR LEARNING CENTERS
MAY 17, 18

This workshop is designed for teachers interested in developing learning centers that integrate various areas of the curriculum. Units of study will be presented and discussed for multi-age grouping. Themes of units, behavioral objectives, games, activities, and task cards will be presented. A portion of the workshop will be for participants to plan and develop a unit of study.

Students are asked to bring cardboard, colored tag, glue, felt tip markers, scissors, dittos, and thermofax masters. A more detailed list of supplies will be mailed to participants that register early.

INSTRUCTOR: Carol S. Pitts, BA California State University, Los Angeles, MA California State University, Sacramento. Teacher of kindergarten method, CSUS; kindergarten teacher, Pasadena City Schools and Sacramento City Unified School District. Reading specialist credential. Demonstration teacher, Sacramento City Unified School District.

FEE: $33.00 includes Tuition, Refreshments, Supplies.

Ed Ps 1658 STRATEGIES FOR INCREASING SELF-ESTEEM IN CHILDREN
MAY 31, JUNE 1; JUNE 14, 15 (2 Units)

Everybody needs to feel that he has some status, that he counts, that he's somehow special. Each person needs to know and to feel that he is unique, one of a kind, that no one can ever replace him. To give a person the feeling that he is one of a kind is not spoiling him. It is giving him a measure of self-esteem and responsibility at the same time.

Despite the wide range of symptomatic behaviors our children exhibit, the major underlying factor that results in underachievement, lack of motivation, and unproductive conduct is low self-esteem.

The purpose of this workshop is to give teachers, administrators and parents an overview of elements which contribute to the enhancement of self-esteem and to provide experience with specific strategies or approaches which may be incorporated into the school and home.

(Continued)

(Continued)

INSTRUCTORS: Leo Masson, BA Oregon University, MA California State University, Sacramento. Early Childhood Consultant, Principal Valley Oak School, Davis, a Phase I Early Childhood and Title I School. Elementary-Secondary Teaching Credential, General Administrative Credential.

Floyd Fenocchio, BA and MA California State University, Sacramento, Principal Birch Lane Elementary School, Guest Lecturer University of California, Davis, Health Education, Elementary and Secondary Teaching Credential, General Administrative Credential.

FEE: $64.00 includes Tuition and Refreshments.

Ed La 1665 LEARNING CENTERS IN LANGUAGE ARTS

JUNE 21, 22

This class will offer the participants experience in the development and use of classroom learning centers in language arts for all elementary grades. The class will also illustrate ways to enrich and to individualize centers.

Activities, games and units will be presented and a substantial portion of the class will be devoted to workshop so that participants can develop materials for their classroom use.

Each participant will be assisted in developing one learning center in language arts and will make one game board suitable for the specific skill to be reinforced. In addition the student will learn how to devise a system of record keeping to enhance individual instruction.

Participants should bring tagboard, chipboard, glue, felt tip markers, scissors, index cards 3x5, 4x6, 5x8, ruler, manila folders and duplicating masters.

INSTRUCTOR: **Pamela Lee Santich**, BA and Advanced Study, California State University San Luis Obispo. Instructor, U.C. Davis extension and staff services training department Sacramento City Unified School District. Demonstration teacher, Sacramento City Unified School District.

FEE: $33.00 includes Tuition, Refreshments, Supplies.

Ed It 1806 DEVELOPING REINFORCEMENT ACTIVITIES

JUNE 28, 29

This workshop is designed for teachers of elementary grades who wish to develop a variety of games, task cards, work sheets, and other materials which will provide an effective means of reinforcement of skills.

Emphasis will be placed upon open-ended, multi-use materials which can be utilized by teachers, K-6, in a variety of subject areas.

Participants should bring the following to the workshop: Box with rulers, felt pens, scissors, colored bristol board, file cards 3x5, 4x6, 5x8, and glue.

INSTRUCTOR: **Carol J. Hartley**, BA California State University Sonoma, MA California State University Sacramento. Part-time instructor CSUS in supervision of student teachers, seminar in problems of student teachers, methods in language arts and in elementary school reading. Resource teacher, reading and mathematics. Primary reading specialist, Sacramento City Unified School District.

FEE: $33.00 includes Tuition, Refreshments, Supplies.

Ed Ec 1710 GROSS MOTOR SKILLS DEVELOPMENT FOR KINDERGARTEN-PRIMARY CHILDREN

JULY 12, 13

Gross motor skills are the foundation upon which more specific or dexterous movement patterns are established. The class will stress the basic gross motor skills with large and small muscle control, flexibility and balance included in a variety of ways and through numerous activities.

The class members will discuss materials and equipment related to a skills development program. Equipment used in the class will include balance beams (with a stegel), bean bags, balls, hula hoops, auto tires, ropes, and simple folk dance records.

Participants will have an opportunity to learn how to set up skills stations, recruit and utilize volunteers, and use checklists and pupil profiles. A card file of task cards to be used in a skills program will be developed by the members of the group.

Participants are requested to wear clothing suitable for physical activity and to bring pencils and a package of 5"x8" cards.

INSTRUCTOR: **Nona Sall**, BA and MA California State University, Sacramento. Southwest Regional Laboratory National Consultant for kindergarten programs, member CSUS President's Committee on Early Childhood Education, Principal O.W. Erlewine Elementary School, Sacramento City Unified School District.

FEE: $33.00 includes Tuition, Refreshments, Supplies.

Ed Ss 1640 LEARNING CENTERS IN THE SOCIAL SCIENCES

JULY 19, 20

The course will present teaching strategies which can be used to teach critical thinking, problem solving and data processing. The roles of teacher and student will be explored.

Learning centers and simulation games to teach specific skills and to meet behavioral objectives will be presented.

A substantial portion of time will be spent in workshop activities where learning center materials can be developed and activities planned for classroom use.

INSTRUCTOR: **Ethel E. Breyfogle**, BA Fresno State College, Advanced study California State University, Sacramento. Instructor U.C. Davis extension, CSUS extension, Sacramento City Schools staff training department. Author of manual for social science teaching and a learning center handbook. Demonstration teacher, Sacramento City Unified School District.

FEE: $33.00 includes Tuition, Refreshments, Supplies.

APPENDIX 20

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

SUPERINTENDENT'S NEWS BULLETIN

VOL. 47, NO. 8 SACRAMENTO, CALIFORNIA JANUARY 10, 1975

CHINN ELECTED BOARD PRESIDENT

THOMAS CHINN

Thomas Chinn, administrative service officer, California Air Resources Board, was unanimously elected president of the Board of Education at the first regular meeting in 1975. Mrs. Judy Kerri was elected vice president.

Turning over the gavel to Chinn, retiring president Grant Bennett, a certified public accountant, made the following statement. "I thoroughly enjoyed the position of president during this past year, as I did in 1970, and I hope I am around here long enough to do it again. My congratulations to you, Tom, and to Judy. Two enterprising members of the board will assume office and I am sure that they will carry on capably the activities of this board."

President Chinn made this statement as his first order of business. "I really appreciate the confidence and trust of all the members of the board. I will be asking each of you to list your concerns and the district's concerns for 1975. The president is only one of the members of the board in a coordinating role. Certainly, the policy of the board is established by all the board members.

"I have been very proud to sit on this board. It is a very, very good board. While our views may differ from time to time we don't differ that much. We do get things done and I am very proud to feel that we have been very responsive to community concerns.

"There is much to be done. I have watched four presidents in operation in the past, beginning with Jack (Faustman), Bill (Rutland), Hugh (Melvin) and Grant (Bennett). I say watched because I don't really feel I have learned. I'll see when my time comes. I will need your help, especially the past presidents, and I'm sure that when I am out of order you will be vocal enough to tell me so.

"It is going to be an exciting year for 1975. As far as 1974 was concerned, I must say to you, Grant, in all your modesty, that we have had a tremendous year. We lost a board member, we gained a board member (Eva Garcia); we lost a superintendent, we gained a superintendent (Joseph Lynn); we passed two bond elections, we lost two. I think on balance that we really gained a lot."

KERRI NEW VICE PRESIDENT

JUDY KERRI

Judy Kerri has been a member of the Board of Education for the last two years, after winning a spirited campaign in November, 1973. A strong supporter of school related activities. she had served on several major education committees before seeking public office.

Vice president Kerri is a proponent of Early Childhood Education and ethnically balanced schools. She is also for affirmative action employment programs for women and for minorities. She believes that more women should be in administrative positions in the district.

Mrs. Kerri has publicly stated that in her opinion, "collective bargaining for public employees would be unfortunate and detrimental to the best interests of public education." She believes that school boards should meet and confer in good faith with teachers and other employee groups so as to resolve problems and disputes common to educational employees and administrators.

Official publication from the office of the Superintendent of Schools, Sacramento City Unified School District, 1619 N Street, Sacramento, California.

BOARD OF EDUCATION

Thomas Chinn . . . . President
Judy Kerri . . . . Vice President
Grant Bennett, D. Jackson Faustman,
Eva S. Garcia, Hugh F. Melvin,
William G. Rutland

ADMINISTRATION

Joseph H. Lynn . . . . . .Superintendent
Fred J. Stewart . . Deputy Superintendent
Donald Hall, Robert Hansen,
Russell Kircher, William Morgan,
Herman Pede
Assistant Superintendents
Mike Lopez, Warren McClaskey,
Kimball Salmon, Administrators
Ervin Jackson, Jr.
Assistant to the Superintendent
Gus Blanchard . . . . Editor

Insurance Corner

By Robert Rea, C.L.U.

DENTAL PLAN

The question has come up several times recently regarding the restriction in the DENTAL PLAN which allows for regular cleaning of the teeth not oftener than every six months. In certain rare circumstances, a dentist will recommend cleaning more often than every six months because of unusual tarter build up and resultant peridontal problems. Under these circumstances the dental plan does cover these charges, provided the dentist attaches a personal letter to the claim form stating these unusual circumstances. The six months limitation involves regular cleaning of the teeth.

CHRISTIAN SCIENCE COVERAGE

Christian Science coverage under our group insurance plan provides that if a practitioner has been approved by the Mother Church of Boston, the office visits will be covered minus the usual $1.00 deduction and home visits will be covered minus the usual $2.00 deduction. Additionally, there is hospital coverage available, providing you are admitted to the Christian Science Hospital in San Francisco.

COMMUNITY EDUCATION

Albert Einstein Opens Its Doors

"What activity would you like to see offered in a building near your home for you or your family to enjoy?"

"I'd like to learn to golf. Everyone I know golfs, and I don't know the first thing about it."

"I'd like some information about repairing my car. Maybe something my boy and I could take together. He's been asking some questions lately that I can't begin to answer."

From a seminar for ladies only to a family bike trip, Albert Einstein has opened its doors to the people who build and support our schools. There are no more classrooms in the building identified by an individual's name. No teacher can possess a room as he once believed he did. Albert Einstein's rooms have been relinquished to a community of interested persons who want to become a part of the area's first community school project. There are no more four o'clock closing times at the school. Consequently, it is no longer a school isolated from the needs of the adults in the school community. Each individual living near the school has become a member of the informal partnership a community school must form to survive.

Community education is a concept, it is not a program; it is a process, not a product. The community school concept is designed to utilize the resources of the schools, particularly school buildings and school personnel, in solving individual community problems. Community schools is not a separate categorical fund from which preconceived programs are operated by schools, but it is the vehicle by which programs serving the needs of the community may be brought to the people; it is community based rather than school based.

A community school serves all people of all ages throughout the day and year; it organizes the core of the curriculum around the problems people face. It is planned, conducted, and evaluated by school and community people together.

Dr. Minta Brown, community coordinator, began last September with 1500 community survey forms and many willing helpers recruited from the ranks of parents clubs, youth groups, and school personnel. While logging over 350 miles herself, Dr. Brown discovered she had defined a job in simply getting acquainted. With several meetings a month she did get acquainted. The preliminary needs of the project eventually became tasks completed. A community bowling league was formed at Cordova Lanes on Saturday nights. Three scout troops have appeared for the first time in many years at A.M. Winn. December saw a family bike trip leaving from the Einstein parking lot one Saturday morning. January may find a parents' club in full swing.

Responses to the surveys have resulted in some exciting additions to the adult education schedule for January. New classes will be held in Batik, Income Tax Preparation, and First-Aid leading to a Red Cross certificate. There will also be classes in Office Training and English for the non-English speaking person. Most exciting will be Dr. Donna Moore's class entitled Seminar on Being a Woman. At present, Dr. Brown is designing a baby-sitting arrangement for parents involved in the classes.

Not to be forgotten are the young people of the community. Members of the student body are presently working on a program of evening activities for the neighborhood teens. Unconventional as it may seem, the program will not only be designed and begun by the teenage community, but part of it may even be taught by those students who find they have themselves to offer. As soon as a teacher finds himself taking an evening class from his early-morning student, he will have the opportunity of being a real part of what community schools really mean.

Joe's Corner

During the last few years in California we have seen a change take place in the relationships among employees in school districts; a change which has pulled them away from each other. This has come about as a result of several factors – namely, erosion in the buying power of the dollar due to inflation, an increased interest on the part of the employee groups to bargain for benefits for their employees, and increased participation by parents of our school children in the operation of the school district.

A great change is taking place in this district. It was very evident to me last week when representatives of the employee groups in this district, certificated and classified, met with parents and community leaders to plan the revenue limit increase election. The campaign headquarters, at 1223 16th Street (Jaycee Headquarters), was the location of this meeting. Representatives of the various employee groups came to this meeting with a single idea of unity; unity to develop and plan a successful campaign.

I was asked by the chairman Larry Augusta, an attorney for the California State Board of Equalization, to describe the events leading up to the decision of the Board of Education to put this measure on the ballot. After I concluded my historical analysis of the need for this revenue limit adjustment, the questions asked indicated a strong desire to develop a better working relationship and to pull together in this effort.

I am very gratified by this turn of events and I foresee good things happening in the future. Those of you who have worked with me in a school situation in the past know that I favor an open type operation in a school where each member of

(continued on page 8)

Pre-Field Act Building Program Moves Ahead

by Frank Delavan

The district's pre-Field Act building program is about to move ahead with visible construction action after several years of deliberations. The new main buildings at Sacramento Senior High School are rapidly taking shape, and several other pre-Field Act school sites will have large scale demolition and/or construction programs underway within the next few months. Others will see such activities begin immediately after the schools close in June. The pre-Field Act projects approved by the voters last November (Measure I) will take a little longer to initiate.

The actual demolition and construction activities necessitated by this building program may affect only a few of the district's schools; but virtually all our schools, personnel and pupils, will be affected by the necessary interim housing arrangements.

The following summary should provide basic information relative to the status of each pre-Field Act project. Request for further details on a given project should be directed to the principal of the school concerned or to the manager of the Building Program Management Team.

Several of the pre-Field Act projects envision construction on the existing sites while the schools continue in service. Projects able to proceed in early spring are Kit Carson, Bret Harte, David Lubin, Fruit Ridge, Tahoe and the regular K-6 pupils at Riverside. It is expected that the programs at these schools will be inconvenienced, particularly the outdoor P.E. programs and the cafeteria programs; but the inconveniences will be considerably less than would be the case if the pupils were moved to overcrowded and/or double session situations elsewhere.

The aurally handicapped pupils at Riverside School are to be relocated permamently at the Caleb

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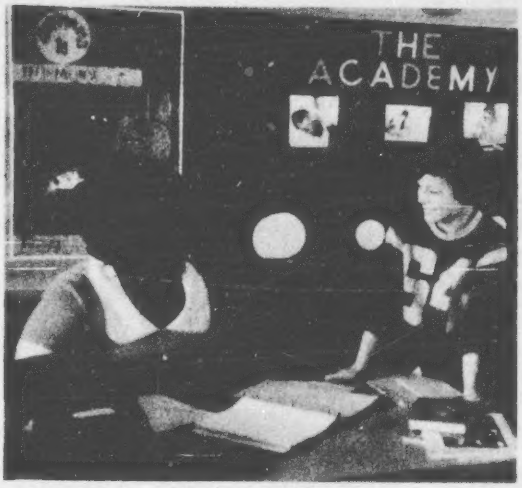
THE ACADEMY

by Esther Thompson



The Academy at John Sloat seeks to aid youngsters referred there in evaluating their self-concepts and relationships between the self-concepts and academic performances. The aim of the Academy services is to alter negative attitudes by guidance toward a greater positive self-disciplinary approach to self-analysis.

The program is rooted in the philosophy that the person who lives life to the fullest and gets the most satisfaction from life has developed a set of standards to guide his/her own actions and behavior. These standards usually are the inspiring forces for future decision making.

Virtually every child, regardless of his/her level of intelligence, socio-economic background or academic achievement, has a desire to acquire knowledge. This desire is too often stifled through the development of undesirable attitudes and behavior patterns in the school environment.

Most children can be helped to see that they have ability and that they are valued as individuals more readily in a safe non-threatening or competitive setting of a one-to-one basis, with a concerned adult. The Academy is so structured that this period of TLC (Tender Loving Care) is provided each child. Students are encouraged to evaluate their relationships and behavior as it affects their academic performance. The volunteer community workers counsel the students after allowing a period for the reduction of frustrations upon arrival. Since underachievement is so closely related to emotional problems, an all-out effort is made to improve achievement by helping children gain new courage as they achieve a greater sense of personal worth.

At the helm of the Academy is Ms. Marva Stallworth, a volunteer community service worker who has much experience in the area of counseling for student needs.

When tensions build up in a class setting, avoiding explosions will make it easier for the student to work out his relationships with the teacher and peers if a cooling off period is permitted. The Academy serves to remove the pupil from the immediate distressing environment to one where he/she can find other more constructive means for working off tensions.

John Sloat --

THE

The progress we are experiencing at the Academy is encouraging. It is made possible through the cooperation of our teachers, students, an parents.

When principal Pauline Travis first presented the idea, the staff wholeheartedly felt the need to become a part of the Academy. Although the Academy is still in its infancy, we are definitely on the move toward helping our students understand the importance of self-control and self-awareness.

We know in most communities when a student has problems they are labeled delinquents. Inconsistent and emotionally cold contact with adults can trigger a student emotionally to the extent he/she cannot function during the school day. In the Academy, we stress warm and positive relationships between adults and students.

When we receive a student at the Academy, our initial concern is what happened to "Johnnie" in

Where The Action Is!

PARENT'S PERSPECTIVE – *by Marva Stallworth*

class, or before he arrived at school, or if this was a confrontation with another student or the teacher. Our primary concern at this stage is not to make the child feel guilty but to make him aware that he has a responsibility toward his teachers and fellow students and most of all, himself.

When the student is sent to the Academy, he has a choice of sitting quietly, reading a magazine, resting, or playing with a game for ten minutes. After that time, the student receives counseling from a volunteer parent for ten minutes. During the final ten minutes of his visit the student must participate in something constructive. He must work on his class assignment if one is sent by the teacher or he may work on a creative arts project.

After his counseling period, the student is assured that he has a friend he can talk openly to without the feeling of a threat. One of the things we have found in students is the fear of being sent to the school office. Students are reluctant when they come to the Academy but they are shown we are there to help and not to punish.

The student is given a choice from a variety of active, creative things he can do. Tumbling on the mats, creative arts, resting, doing classroom assignments, reading, or helping one of the volunteers with a project are some of the options offered to the student.

After the student lets his frustrations out he is returned to his classroom to complete his school day.

Files are kept on all students who are referred to the Academy and monthly reports are sent to the principal's office. In this manner Mrs. Travis is always informed as to the progress of the Academy.

Everyone at John Sloat Elementary School is proud of the Academy. Our sincere appreciation goes to the volunteer parents who are working so hard to aid our students.

OPERATION RECREATION

by Jerry Beaman

"Ah, there's nothin' ta do 'round here," is a complaint frequently voiced by young people today. Happily, the frequency of such comments among the John Sloat Elementary School students have diminished within the past few months. Parents and teachers have jointly developed a variety of extra-curricular programs designed to allow students opportunities to explore non-academic interests.

O-R (Operation Recreation) is one such program. O-R is a recreation center open to chosen students during their lunch break.

O-R serves several purposes. One important purpose of the recreation center is the reduction of congestion on the playground during the overlapping lunch recesses.

O-R also provides teachers with a reward they can present deserving students. Only four students from each class are admitted to the center each day.

Most importantly, O-R allows students a wide range of recreational activities and an opportunity to develop hobby skills.

At the center, students may play with any of the games or toys available. They may choose to take lessons in chess, checkers or cribbage. Many tumble or wrestle on the mats provided. Others work on the special home crafts being taught, such as weaving, sewing or furniture refinishing. There are some students who simply watch or talk with their friends.

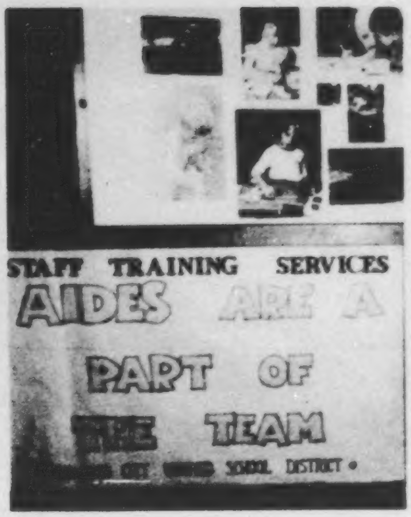
The originators of Operation Recreation hoped to bring in members of the community who would share their interests and skills. Many people have willingly responded. Mrs. Joanne Donatelli of PG&E recently presented a slide show to students attending the center. Mr. Percy Lynn of Tahoe Elementary School and his three highly trained Shelties gave a performance three weeks ago. Dick Lang of Sacramento City College, Associate Editor of "Sacramento Education," conducted a photography seminar and has promised to come back and teach basic darkroom techniques. Mrs. Bertha Jones, a parent volunteer, presents sewing lessons once a week.

Operation Recreation is a new program. Time will test its actual success. Thus far, students work hard to be chosen to participate.

* * *

E.C.E. PRESENTS PROGRAM TO

Children and Staff from



A classroom atmosphere was created in the new Earl Warren Community Center to show that learning can and does take place away from as well as inside the regular classroom. The children and staff, through creative organization, selected appropriate materials and developed a system for 100% involvement in transporting and setting up equipment in manageable, functional, learning areas. They modeled exemplary multi-level learning experiences for children spanning 1-3 grade levels in three components – mathematics, reading, and gross motor skills. The dismantling and return to the school classroom was executed with equal facility, demonstrating that these children and staff members have been working on the progressive development of their resources to increase their understanding of themselves and the real world.

Mark Hopkins has devoted much energy during their first year of ECE toward planning for and increasing meaningful participation and involvement of parents, community, and staff to develop a learning environment for children. The school advisory committee modeled one of their meetings for the state staff. This included a prepared agenda so that each participant was aware of business to be discussed. The reason and purpose for ECE was presented by last year's chairman, Beverly Philo. The parent questionnaire was reviewed, which served as the basis for inviting parents to share their talents and participation in the school. The new chairman, Donna Fong, gave an overview of plans for the 1974-75 program. Principal Harris Perry reviewed school goals and took the group through the process of parent involvement – including home visitations, conferences, classroom participation and door-to-door contacts through the community worker.

John Morse, one of the expansion schools for this year, has done an outstanding job in training teacher aides in a preschool workshop. This school is one of the sites in our district who has not had paid aides, thus, it was particularly significant that early training was set up. The workshops were planned and conducted by the staff training division of our district through the cooperation of Nona Sall and Wayne Weil. Weil reported that the aides attended all sessions of the workshops and were enthusiastic participants.

The Spanish-English bilingual program at Ethel Phillips was presented with children from preschool through third placement level.

Approximately 1000 persons employed by State Department of Education visited our model program in small groups. The visitations were begun by Dr. Wilson Riles, State Superintendent of Public Instruction, who sent individual certificates of appreciation to each of the participants from our district.

This Early Childhood Education Program provides a method for principals, staff, and parents to plan, implement, and evaluate a sound educational system for children. Let us hope that the program will continue and have support from both the school district, state legislators, and the community.

Mark Hopkins Parent Meeting

Minors May Donate Blood

On January 1, 1975, Assembly Bill No. 3125 and Senate Bill No. 1540 became effective in the State of California. This legislation makes it permissible for minors aged 17 years to give blood to a licensed blood bank with the written consent of a parent.

The Sacramento Medical Foundation Blood Bank has available copies of forms for parental con-

(continued on page 8)

STATE DEPARTMENT OF EDUCATION

Erlewine, Hopkins and Morse

by Elvie Watts and Nona Sall

John Morse Instructional Aides

O.W. Erlewine Individualized Instruction

Photography by JOE ESCALANTE

Sacramento Area Joint Powers Purchasing Group

The California Association of School Business Officials (CASBO) is a statewide organization of business officials for public schools. Through CASBO membership, purchasing agents from this area have shared common purchasing ideas, concepts, and problems for many years. During an association meeting in 1969 concern was expressed about varying bid prices experienced by individual districts. Bids reflected price increases of 20% over the previous year. This increase generated discussion of the possibility of combined bids by means of a cooperative purchasing group for schools in the Sacramento area.

The Sacramento CASBO section elected to explore this purchasing concept and the Sacramento Area Joint Powers Purchasing Group was formed consisting of Elk Grove, Folsom-Cordova, Grant, Los Rios College, North Sacramento, Placer County, Rio Linda, Sacramento City Unified, Sacramento County, and San Juan Unified. This group serves 833,000 taxpayers by purchasing for 183,000 students. Fortunately, the Placer County Department of Education already was purchasing for 80 school districts in Placer, Sierra and Nevada Counties. To do this, they had a computer program already operating and proven. Once the mechanics were worked out, each participating purchasing agent secured a resolution from their governing board authorizing said purchasing agent to participate in behalf of their district.

The first combined paper bid produced the lowest price quoted in the State of California. Since this illustrious beginning, the Joint Powers Purchasing Group has continued to experiment by adding new items, such as crayons, pens, scotch and masking tape, art paints, pencils, custodial supplies, lamps, computer paper, physical education

(continued on page 8)

Pre-Field Act Building Program

(continued from page 3)

Greenwood School. This move will be affected as soon as the necessary classrooms can be relocated to that site.

It is still expected that the Sacramento Senior High School project will continue on schedule to allow that campus to continue in uninterrupted operation. However, the construction schedule will be very tight and interim housing for that school may be necessary for the fall semester, 1975. A decision on this need will not be made until spring.

The California, Crocker, Washington and William Land projects will require vacating those sites so that demolition can precede the construction of new facilities. The programs and offices currently housed in Washington School are to be relocated shortly so that project can begin this February/March. The Board of Education has approved interim housing plans to move the programs and offices now at Washington School to rooms available at Marshall, St. Joseph's (rented space), Jedediah Smith, Coloma and Fremont schools. The board still has to take action on interim housing plans for California, Crocker and William Land schools, but it is anticipated no double session arrangements will be necessary. These projects will begin demolition shortly after the regular school year next June.

The final working drawings (plans) have been completed and approved by the State for the Sacramento, Riverside and Tahoe projects. They have been completed and are under review by the State for the Bret Harte, David Lubin, and William Land projects. The final working drawings for the remaining projects are to be completed by the end of February.

The successful passage of Measure I last November has provided funds to replace the pre-Field Act facilities serving Lincoln Opportunity School, Lincoln Continuation High School, American Legion Continuation High School, and special education facilities at John Muir. Initial and preliminary screening of the architects applying for these projects has been completed. The Board of Education will have opportunities to interview the architects recommended by the screening committees and make final selections shortly thereafter. As soon as this has been accomplished, time schedules for these projects will be established.

Purchasing

(continued from page 7)

supplies, etc. All items are evaluated by the group as to commonality of specifications and the potential savings for bulk purchases and problems of delivery, storage, etc.

The goal of the Joint Powers Purchasing Group is to constantly analyze all factors affecting purchasing and to adjust or alter concepts and items as necessary to achieve the greatest value possible for the expenditure of taxpayer funds. The Sacramento County Grand Jury report for 1972 included the following statement: "In our opinion there has been improvement in cooperative purchasing as conducted by the Joint Powers Purchasing Group. Our recommendation is that the service continue and be expanded when feasible."

However, the Purchasing Services Department is very concerned about the rise in prices and the cutback in supplies. In almost all commodities we are experiencing a turnabout from a buyers' market to a sellers' market. We are no longer getting price protection on long term contracts. As a matter of fact, on many product lines the best we can get is price at time of shipment. Our main concern now is not the price but locating the product.

Just a few examples of price increases: ditto paper from $8.50 to $18.23 per case; ditto fluid from $7.50 to $16.50 per case; ditto masters from $3.50 to $4.05 per box. White bond paper, 8½ x 11, has risen from $.85 to $1.40 per ream. Regular newsprint, ruled, has gone from $13.90 to $21.30 per case.

These are trying times for purchasing, with spiraling inflation and new shortages being reported daily.

Blood Donors

(continued from page 6)

sent. Anyone interested may obtain such forms by calling (916) 444-6516 and asking for "Donor Services". The Blood Bank will require that the parent come to the Blood Bank with the donor or, if not possible, indicate where they can be reached for appropriate confirmation of a consent.

The legislation referred to also makes it possible for a blood bank to accept persons aged 15 and 16 provided they have a written authorization from a physician, as well as written consent.

The Sacramento Medical Foundation Blood Bank believes this legislation will add significantly to the available supply of voluntary blood donors, but considers minors aged 15 and 16 should be asked to give blood only when a physician deems it desirable.

Joe's Corner

(continued from page 3)

the staff is a participating member of the total operation. It is a working relationship with everyone assuming his fair share of the responsibilities.

With all employee groups working cooperatively in a joint venture, I'm confident that we will be able to solve most of our problems, both the short term and long term, in the Sacramento City Unified School District.

APPENDIX 21

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: All Interested Teachers and Classroom Aides

DATE: December 9, 1974

FROM: Don Caldeira and
Nona G. Sall
Workshop Instructors

SUBJECT: GROSS MOTOR EQUIPMENT WORKSHOP

A workshop for making equipment to be used in your Gross Motor Program will be held on Saturday, January 11, 1975 from 8:30 - 3:30 p.m. in the multipurpose room at the O. W. Erlewine Elementary School.

You may receive 1/2 unit of credit to be added to the first class session. We plan to have each participant make the following:

4-6	Bean Bags in geometric shapes
2-3	Hula Hoops
1-2	Scoops
4-6	Fluff Balls
2-4	Individual Jump Ropes

There will be a $3.00 materials fee to pay for the materials we will be using. Also, please bring any of the following, which you may have, with you:

1. Empty and rinsed 1/2 gallon clorox bottles.
2. Discarded panty hose.
3. Material scraps for bean bags (especially solid basic colors).

It will be necessary for participants to pre-enroll in order for us to have the materials available for everyone. Please return the form below with the materials fee.

NGS:sk

- -

I would like to pre-enroll in the Gross Motor Equipment Workshop for January 11, 1975. I am enclosing the $3.00 Materials Fee.

________ Yes

I WOULD LIKE TO RECEIVE 1/2 UNIT CREDIT

________ No

______________________________ Name

______________________________ School

APPENDIX 22

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
454-8123
JOSEPH H. LYNN
Superintendent

January 29, 1975

Mr. Myron H. Tennis, Reviewer
National Ed.D. Program for Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Tennis:

It is my understanding that as a reviewer for the doctoral program at Nova University, you are interested in leadership projects currently being implemented by candidates. I am writing to inform you of the very worthwhile benefits which have accrued to the students of the Sacramento City Unified School District as a result of Mrs. Nona Sall's curriculum program, "Gross Motor Skills Development".

Twelve of the schools in the Sacramento City Unified School District are currently involved with California's new state-funded Early Childhood Education Program. One of the basic components within the state guidelines for implementation of Early Childhood Education is that of gross motor development objectives and activities. The teachers and parents serving on local school advisory committees have identified many of the skills which they expect children to perform. School staffs have searched long and hard to identify objectives and activities which would develop these skills. No one has been able to bring together the results of these staff-parent efforts. Now it has been accomplished!

Mrs. Sall has made available a curriculum product, based upon empirical research, which gives school staffs a valuable tool with which to work. Teachers are excited because the curriculum gives sequence and continuity for program implementation, respecting individual development needs of pupils. Parents are pleased because the program offers tangible activities with which their children can learn. The leadership given by Mrs. Sall has provided new focus and direction for the schools implementing gross motor developmental programs for children in preschool through grade three within the Sacramento City Unified School District.

I should like to inform you that Mrs. Sall has generously shared these materials with district personnel in many ways:

1. School site training sessions - Four training sessions for teachers and parents have been provided upon the request of the individual schools. Along with the training sessions, all participants received the curriculum package, "Gross Motor Skills Development".
2. District in-service workshops (15 hours each) - Four district-wide in-service workshops were held to meet teacher requests. The curriculum package, "Gross Motor Skills Development", was made available to each teacher and used as a basic text for course offerings.

3. District-wide curriculum development project - The curriculum package, "Gross Motors Skills Development", has been presented to the district-wide Elementary Curriculum Development Advisory Committee. Mrs. Sall offered to share the curriculum package, should it meet a district need. The Curriculum Development Advisory Committee, composed of teacher representatives, parents, and administrators, was most enthusiastic in approving funds for duplication of these materials for later distribution within a K-6 package. Children in 56 elementary schools will, hopefully, benefit from improvements in the instructional program as a result.

I do hope this information describes advantages gained by children within the Sacramento City Unified School District from Mrs. Sall's participation in the educational leadership program at Nova University. It has been a real pleasure to note the interest and enthusiasm generated by use of this newly developed curriculum. I anticipate that the distribution of materials to all schools within the district will result in further motivation and interest in providing individualized approaches to gross motor developmental instruction. This curriculum offers promise for continued improvements in instruction in the early childhood years. I am enclosing a copy of the package "Gross Motor Skills Development", for your review. It will be self-explanatory as to why everyone is so pleased with this work.

Sincerely,

Louise Leoni

Louise H. Leoni
Director
Elementary Curriculum and Instruction

LHL:ps

cc: Mrs. Nona Sall
Dr. Russell Kircher

Encl.

O. W. ERLEWINE ELEMENTARY SCHOOL VISITATION

Gross Motor Survey

March-April, 1974

Please respond to the questions below and return this sheet to the principal or to the office before you leave.

	Yes	No
1. Do you have a structured gross motor skills development program in your school now?	______	______
2. Are you interested in implementing a gross motor program with your class or school?	______	______
3. Would you be interested in having an inservice class offered for credit which would include the techniques for implementing a gross motor program?	______	______
4. If you would be interested in such an inservice class, please indicate your preference below for meeting time.	______	______

Friday evening and Saturday ______

After school meetings once a week ______

Everday after school for one week ______

5. Do you think it would be worthwhile to have the district offer a workshop to train volunteer parents to help in a gross motor program? Yes ___ No ___

Name ______________ School ______________

Please check one: Parent ______ Teacher ______

Principal ______ Other ______

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Personnel Services Office
Staff Training Services Department
Fred J. Stewart, Administrator

Evaluation of Inservice Education Programs

WORKSHOP IN PLAY AND MOTOR PATTERNING SKILLS, K-3, 776-212

O. W. Erlewine Elementary School

Spring, 1974

	Significantly	Moderately	Negligibly
1. To what extent do you feel that you are better prepared to do your job because of the training you received in this program?	16	10	0
2. In which of the following areas was this program helpful to you? (Check only those applicable)			
LECTURES: philosophy/theory/general information	14	8	0
DISCUSSIONS:	17	3	0
DEMONSTRATIONS: methods/techniques/materials	25	3	0
WORKSHOP ACTIVITIES:	4	7	0
TEXTS AND RESOURCES: knowledge/availability	9	5	0
MATERIALS/SUPPLIES:	10	2	0

3. Did this program meet the stated objective: Yes 28 No 0

4. Would you be interested in attending a class on the transportable gross motor skills and development program which has been discussed? Yes 27 No 1

Appendix 25

GROSS MOTOR SKILLS DEVELOPMENT

	Yes	No
1. Do you think that you could assist in the pre- and post-testing of children using the inventories?	______	______
2. Do you think you could be responsible for a gross motor skills station with five to ten children?	______	______
3. Do you feel that you can effectively use the task cards for individual and small group instruction?	______	______

---

1. What further training would help you?

____

____

2. What would you suggest that would make the task cards easier to work with?

____

____

3. Do you plan to implement the gross motor skills development program with your class this year?

____

Name ______________________ School ______________________

Date ______________________ Check one: Volunteer ______

Aide ______

Teacher ______

APPENDIX 26

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

March 5, 1975

Ms. Nona Sall
Staff Training Office
Sacramento City Schools
810 V Street
Sacramento, California

Dear Nona:

After looking at your Gross Motor Skills Development program, I am impressed with the scope of the activities planned for primary grades. Since the Early Childhood Education program emphasizes psychomotor development and individualized instruction, the concept that you have developed appears to fit in very well with the goals of the program.

The ECE management team will be very interested in the progress of your program, and I would encourage you to provide your ECE contact person with a description of the program.

Yours truly,

Barbara Wilson

(Mrs.) Barbara Wilson, Consultant
Office of Program Evaluation
and Research
(916) 445-0297

BW/jmr

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810

JOSEPH H. LYNN
Superintendent

APPENDIX 27

March 7, 1975

Mr. Sam O. Kaylin
Practicums Department
National Ed. D. Programs for Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

As one of the observers and reviewers for the Maxi Practicum for Mrs. Nona Sall's project entitled "Gross Motor Skills Development", I am pleased to inform you of my reactions and observable results.

Our district was selected by the State Department of Education to pilot the new and comprehensive Early Childhood Program for twenty-four per cent of the primary enrollment, located in twelve schools. This is a diagnostic, prescriptive program written at the school level to provide instruction to students as determined from an assessment of identified needs. Since gross motor skills development is an identified curriculum need in these as well as other schools, Mrs. Sall's project is timely and appropriate.

Mrs. Sall has developed a curriculum project which identified objectives and activities planned in a sequencial method which will give continuity to the teaching of gross motor skills from pre-kindergarten through primary level. This will enable school staffs and parents to direct their energies toward implementing this well-thought-out program instead of each having to do extensive individual research.

It is my understanding that Mrs. Sall has presented this pilot program to 169 persons enrolled in four training sessions. These enrollees included teachers, parents, and aides from 21 schools.

The curriculum package for this gross motor skills development was made available to each participating teacher who is piloting it at the school level. Comments from training participants who are located in the twelve ECE schools in our district indicate that the program is both well planned and practical to implement.

This program has been introduced to participants in other neighboring districts upon their request. Thus, worthwhile benefits will accrue to children in the larger Sacramento area as a result of Mrs. Sall's project.

If I can be of further assistance to you, please let me know.

Sincerely,

Elvie C. Watts

Elvie C. Watts
Director
Early Childhood Education

ECW:bch

cc: Dr. Rex Kircher
Mrs. Nona Sall ✓

APPENDIX 28

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
454-8121
TELEPHONE 454-8585

JOSEPH H. LYNN
Superintendent

February 26, 1975

Mr. Sam O. Kaylin
Practicums Department
National Ed. D. Program for Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

Last year on February 28, I agreed to act as observer and evaluator of Mrs. Nona Sall's proposed project which was a curriculum program titled "Gross Motor Skills Development". I have now completed this task, inasmuch as this program has been successfully completed.

It was my understanding that I was obligated to observe the development and activities of this program as well as to determine what emphasis of this program would be directed to the improvement of this district's educational program. To the best of my knowledge, I have fulfilled these obligations and will note specifically the degree of my participation and evaluation.

1. Four training sessions for teachers and parents at the participant's school were carried out and all participants received the curriculum package that was developed by Mrs. Sall and titled "Gross Motor Skills Development".

2. The curriculum package, "Gross Motor Skills Development", was made available to all teachers who participated in four district-wide inservice workshops which were held at the request of teachers who had heard about this program.

3. In this district we have in our organization an Elementary Curriculum Development Advisory Committee. This committee is headed by the director of instruction and curriculum, and meets monthly to develop, publish, and implement new curricular programs. The curriculum package, "Gross Motor Skills Development", was accepted as a worthwhile project for the advisory committee to support; therefore, the committee approved funds for the duplication of the curriculum package which was distributed to the teachers in all of our 56 elementary schools.

4. There were many informal demonstrations of the program at the school where Mrs. Sall was principal, and all of these were very effective and received high praise from teachers and parents.

Finally, I would note that this program should have as great or greater impact of any of those that we have initiated in the past five years. One major reason for this is that twelve of our schools are currently involved with California's new state-funded Early Childhood Education Program; and one of the basic components of this program is the development of objectives and activities for gross motor development. At the present time, this program that the participant, Mrs. Nona Sall, developed and implemented is now in operation at these twelve schools. Other of our schools have teachers in them who are becoming more and more acquainted with this activity, and it is my opinion that this program will soon be a regular part of the elementary educational program.

Please let me know if I can be of any further service.

Sincerely,

Russell R. Kircher
Assistant Superintendent
Elementary Schools Office

RRK:ps

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810

JOSEPH H. LYNN
Superintendent

January 24, 1975

During the last year you have been enrolled in an inservice workshop in Gross Motor Skills Development sponsored by the Sacramento City Unified School District, Staff Training Services Department.

We are interested in follow-up information regarding this class. Would you please fill out the form below and return it in the enclosed envelope?

Thank you.

Sincerely,

Nona G. Sall
Personnel Specialist, Training

NGS:sk

---

1. Do you have a structured Gross Motor Skills Program in your school now?

   Yes ______ No ______

2. If your answer to (1) was Yes, do aides help in your program?

   Yes ______ No ______

3. If your answer to question (1) was No, would you please indicate the reason(s)?